

The Central Policy Review Staff—the Think Tank—has a habit of producing refreshing documents which escape the dead hand of Establishment orthodoxy. Education, Training and Industrial Performance (see pages 1 and 10) is about the contribution the schools and colleges make, or fail to make, to industrial regeneration; and industry's own training responsibilities and how they are discharged; about the policies a government should pursue which wants to gear education and training better to industry's needs. It deserves the closest study by all those who may be directly or indirectly affected by it—and this certainly should include those who work in the schools and further education. Its crisp prose contains some gold and some dross: it will repay the effort needed to separate the two.

Included in the document is a devastating and totally justified indictment of British industrial training. It shows in a few terse paragraphs how training has been allowed to remain the private preserve of employers and trade unions, while the public interest and the interests of generations of young people, have been harnessed away as part of the general mess of industrial relations.

Better industrial training could lead directly to higher productivity and more wealth creation. Quite rightly, the Think Tank points out the injustice as well as the inefficiency implicit in rigid apprenticeship rules: the unions and the employers combine to impose restrictive and exclusive conditions on the ages and stages of industrial training no less intolerable than those which discredited early selection in secondary education.

Enlightened union leaders and men like Mr R. A. Jackson of the TUC, acknowledge this (and have done, be it said, for the past 30 years) but the process of change proceeds at a glacial pace. (Nor does shame at the disgraceful way industry organizes industrial training prevent employers from venting their ignorance on the schools.)

To ask managers and trade unionists to sort out what is wrong with training is like inviting a party of drunks to renounce a distillery. The Think Tank



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Think Tank's recipe for economic renewal: FE and industrial training

It does no more than offer some preliminary suggestions on how the training house is to be put in order, and because it starts from the premise that public or industrial spending on training must not increase, it seems to rule out direct government intervention.

This, however, is a matter of crucial importance to the nation. There will be no serious attempt to break the collusive grip of the employers and the unions till the Government take their share of the action. A levy and grant system has been tried and prematurely scrapped. It is essential that the Government should try again. With or without public financial participation, they must assert and defend the public interest. They must firmly renounce the false notion which is now the orthodox view—that training is a domestic issue for the two sides of industry.

As the report makes clear, the starting point for action should be the principles laid down in the Donovan Report in 1968 which, if acted on, would revolutionize the training scene by opening skilled work to all who can become proficient at whatever age and can meet objective standards for qualification. "No artificial restrictive barriers... against access

to training based on, e.g. age, sex, colour", sound like a good beginning.

Other actions of the report deal with vocational education: the transition from school to work (including careers teaching and guidance), secondary school curricula and examinations, and recurrent education. It has some controversial remarks about the shortage of teachers in subjects like science and maths (see below) and about Her Majesty's Inspectorate.

HMFs, the CPRS believe, should be linked more closely to the Schools Council, "disseminating" the Council's work. "There is a need to consider how far HMFs should continue to offer alternative advice on curriculum matters to the Secretary of State and how far they should advise him and represent his 'views'."

It is not clear how the Think Tank would resolve the perennial question of the Inspectorate's professional independence. Clearly, without a measure of independence, their professional view is not worth having (by the Secretary of State or anyone else); with independence, there is no way in which their spontaneous support for those of the Schools Council can be guaranteed. It is no secret that Senior

Chief suspects over the years have been to fight hard to preserve the Inspectorate's integrity. It is a vital interest of the teaching profession as a whole that the fight should go on.

The CPRS comes down firmly on the side of FE in the 16 to 19 age range because it thinks FE is, by definition, more responsive to industry than schools. The report sees the schools as locked in an incentive system which is aimed at sending pupils on up the academic ladder and keeping them away from employment for as long as possible. So there is preference for tertiary colleges and for firm colleges over 11-18 schools, for vocational and vocational courses over the (which the report clearly dislikes) re-entries is unavoidable) more open for mature students in part-time evening study, and loans instead of to end the artificial discrimination against non-advanced FE implicit in its dependence on discretionary grants.

This important report raises many of the right issues. The need to make schools more responsive to national needs has become one of the bipartisan of our time. This spells out some of the things which might be done about a government which took its own role seriously. It rules out changes based on large sums of money and "total" reform requiring an unrealistic political commitment. Instead it concentrates on improving the sensitivity of the educational system to the signals which industry and commerce.

Later evidence from head teachers suggested that black pupils were no worse academically than whites, and one head claimed that the Indians formed a majority in his stream, although as a group they were a minority of the school roll.

There are times when the CPRS forgets these caveats and takes granted that employers' views on curriculum should carry weight on where, by their own actions, they shown themselves to be ignorant and inconsistent.

NEWS

Bristol's black pupils 'let themselves down' MPs told

by Mark Jackson

Bristol's black teenagers are being let down by their own attitudes, not by their schools, insists Sir Gervais Walker, Association of County Councils leader and chairman of Avon County Council.

This Avon education department is defending itself vigorously against accusations from race relations organizations and others working with Bristol's black youngsters—including some of its own staff—that the frustrations which boiled over in last month's riot in the St Paul's area are largely due to the failures of the city's schools.

Sir Gervais headed the team of city officials who gave evidence to Commons sub-committee which held a public hearing in Bristol last Thursday. The MPs are conducting an inquiry into racial disadvantage throughout Britain.

He told MPs that some black children had greater difficulty in doing their schoolwork because they were "less academically inclined". Sir Gervais added: "If only our schools were more aware of the needs of black children and teenagers, they could be encouraged to acquire themselves in the ways which would be more attractive to an employer... they have not taken the opportunities offered to them."

Later evidence from head teachers suggested that black pupils were no worse academically than whites, and one head claimed that the Indians formed a majority in his stream, although as a group they were a minority of the school roll.

They clashed again when the county chairman said that a higher percentage of black children were less academically inclined and, therefore, had greater difficulty in getting jobs.

Mr Lyon asked whether he meant that there was something about the schools which in some way prevented them from getting CSE or O levels.

Sir Gervais agreed that lower pupil teacher ratios might help in this case, but insisted: "You can't blame it all on the schools. There is a tendency to believe that the state should be the universal provider, and that other people don't have to make an effort. I don't subscribe to that."

Mr Geoffrey Crump, chief education director, who described at length the programmes based on the county's multi-cultural centre, which has a staff of 69 teachers, said that there was no secondary school in the St Paul's district and that it was served by two grammar schools and a secondary modern which was due to close at the end of the term.

Declining the re-rolls of "bodevilled" the chances of providing a new secondary school in the district. Heads of three schools who were put forward to give evidence to the county told the subcommittee that their black pupils opened to be whites as well as academically less able, and were no more delinquent.

A note of criticism came from one of the secondary heads, who told the committee that Avon ought to have a full time multi-cultural adviser.

The committee had been given evidence by the careers department that while blacks formed only 11 per cent of last year's central Bristol leavers they were consistently nearly a third of the registered unemployed. The department said that the proportion of unqualified youngsters among the black unemployed was much higher, and that discrimination by employers was a major problem.

Mr Alex Lyon, a former Home Office junior minister, asked Sir Gervais: "Have you asked yourself in Avon what is in your educational system that prevents black youngsters from getting enough out of it?" Sir Gervais said that the authority proposed to do more work on the problem, and added: "It's not easy—the willingness of many of the coloured community to take responsibility as teachers' youngsters work in the community is not particularly great."

Asked by Mr Lyon whether there was any policy of recruiting West Indian teachers, Sir Gervais said: "I think we have to be careful that we don't get too selective."

They went on to argue about whether there was a need for a syllabus to meet the specific needs of black children. Sir Gervais took the view that most black children now in the city's schools had been born in Bristol, and therefore, had no special needs related to their background.

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DES merger gets cautious welcome—and protest

by Biddy Passmore

University vice-chancellors have cautiously welcomed plans to link the universities and public sector colleges.

Last week's announcement of a "cross-sector" branch to link the futures of the two groups has, however, met some opposition from those who regard the move as a retrograde step which will damage the autonomy of universities.

Lord Boyle, vice-chancellor of Leeds University and the first Minister of State responsible for higher education in 1964. He is also a single planning branch of both the university and public sector. But Sir Alec Morrison, vice-chancellor of Bristol University and chairman of the vice-chancellors' committee, told the TES: "While the changes made last week are a step forward, we will probably allow something to emerge with more status."

The new oversight of further and higher education, Mr Richard Bird, is a relative newcomer to education, since he only joined the DES in 1973. He is currently responsible for 16-19-year-olds and vocational education and his views in higher education are an unknown quantity. But, while some officials think him rather an educational outsider, no body doubts his ability.

Since science funding at universities depends largely on the research council, Sir Alec said, "this is a very significant development."

Although the merger has been seen by some as a political move by Conservative ministers to gain a tighter grip on higher education planning at a time of "standstill", it appears to have been in the pipeline for quite some time.

DES officials this week dismissed the notion that the new branch was a "sinister substitute" for Oakes. Mrs Angela Rumbold, Chairman of the Council for Local Education Authorities, which is setting up its own committee to oversee the funding of the polytechnics, is not unduly concerned about the future of the national body. "It is up to CLEA to produce something sensible over the next 6-12 months," she said. "I think the Government will probably allow something to emerge with more status."

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Pay maths and science teachers more call

In School's Council activities, but stopped short of asking for a change of curriculum for its work. L.E.A. advisers and local teachers' associations did a lot of valuable work but there was often a problem in finding out what was going on elsewhere and in avoiding duplication and gaps.

In a second report to deal with shortage of specialist teachers, to be published next week, comes the recommendation of differential grants for students. The Standing Conference on Schools, Science and Technology reports the need for additional pay for specialist teachers.

for maths and science teachers, instead, it says, that differential grants would help improve the flow of new entrants into teacher training.

Graduates in shortage subjects should get a full salary during their first year in order to be guaranteed a job when they finish their training. The working party calls for different and more effective ways of giving finance to local authorities for in-service training. Some were already spending 2 per cent of teacher salaries on in-service training, while others spent none.

Polytechnics stay under local control says Boyson

Dr Rhodes Boyson, minister responsible for higher education, made it crystal clear yesterday that the Government will not allow the polytechnics to escape from local authority control and be notionally funded.

Addressing the Annual Council meeting of the Association of Polytechnic Teachers, Dr Boyson said the polytechnics should continue to function within the maintenance sector of higher education. "I would find it hard to envisage two nationally funded sectors which would not tend increasingly to come to resemble each other," he said.

Model cannon explodes in school

A model cannon made in school workshops exploded in a Thirsk school, North Yorkshire, last week seriously injuring a 15-year-old girl. The model was made of Thirsk comprehensive school, say police who are investigating how it was charged into what they regard as a firearm.

The girl underwent an operation to remove shrapnel from her leg. A 16-year-old boy was also hurt in the incident.

Clegg pay increases are binding say lawyers

by Richard Garner

Lawyers advised this week that the agreement for teachers' pay increases of between 17 per cent and 25 per cent after the Clegg report could not be stopped—as teachers warned of walk-outs and disruption to O and A-level examinations.

Burnham chairman Mr John Wordie has not yet forwarded the Clegg recommendations to the Government. But teacher unions claim that Mr Carlisle has legally already consented to the agreement through his representative on the Burnham Committee.

The teachers say this view is supported by a sworn affidavit made by a senior Department of Education Science officer to the High Court in 1969, when the National Association of Schoolmasters/Union of Women Teachers sought a High Court injunction to stop that year's agreement. According to the affidavit an injunction could not be granted because the Secretary of State had already received the agreement through his presence in the Burnham committee as represented by the DES.

If this ruling still holds true, and affirms the DES's position, it is reluctant to comment on it, it would mean there was no way in which Mr John Wordie, the independent chairman of the Burnham committee, who has at present refused to forward the agreement to the Secretary of State, could stop the increases being paid—although the delay means teachers will not receive the first stage of the award before July.

Legal advice given to both the National Union of Teachers and the National Association of Head-teachers confirms the agreement

should be binding but the management panel has requisitioned a special meeting of the Burnham committee to discuss the implications of Professor Clegg's admitted error in the report which led to him recommending the payment of £130m extra to teachers.

The special Burnham meeting will take place next week and the management panel decide their stance on Tuesday. They have two options: to ratify the agreement in the courts, which is being advocated by some of the Conservative-controlled association of County Council members, or (to) claw the cash back in the 1980-81 negotiations, which is being cent to arbitration, by reducing their offer of 13 per cent extra to about 9 per cent. The teachers want 20 per cent.

The NAS/UTW is urging all teachers' organisations to boycott next week's meeting if there is any question of reconsidering the Clegg agreement.

Mr Mark Carlisle, the Secretary of State for Education, said this week that the 17 per cent to 25 per cent pay deal had not been referred to him by Mr Wordie, because "he feels both sides should be given a short time to consider the position before he conveys these figures to me".

In Scotland, where recently teachers have been given an award based on the fact it did not apply to them, there was further strikes this week as about 16,000 teachers—members of the Educational Institute of Scotland and the Scottish Secondary Teachers Association—protested at a 14 per cent pay offer on their 1980-81 claim.

Comment

A handful of silver for scientists



There has been a welcome concentration of attention in recent months on the shortage of teachers of subjects like maths, science, craft, and modern languages, and a less welcome tendency for officials to respond by a ceremonial wringing of the hands. More realistically, it is also being put about that the shortage is strictly temporary and will go away as numbers decline in the secondary schools from now until the 1990s.

Now the Central Policy Review Staff has come straight out (page 1) with the advice that shortage subject teachers should be paid more than others—"we recommend that the metric be grasped now". They reject the traditional recommendation, made by the Education Committee in favour of certain groups by subject rather than by responsibility. In the

context of a report on the link between education and training and industrial performance, they take the simple economic view that what are needed are differentials. This is how industry sorts out imbalance between supply and demand. How does the education system think it can dodge the issue?

The issue has, it is true, been consistently dodged in the past. Burnham has invented a superstructure of scales with the unconvincing expectation that these will be used as a backdoor method of offering subject differentials disguised as payments for responsibility, thereby lessening the promotion of shortage subject specialists out of the classroom.

No system of pay which threatens to set one group of teachers against another is ever going to be attractive to the unions or their representatives in Burnham and, as things stand, it is not clear what the Secretary of State would do if the teachers' panel refused to take the CPRS line, or if they might not. Given the general scarcity of mathematics, for example, it is not clear that a bit more money could make any short-term difference; it could easily be matched by other potential employers. In the long term, however, it would raise the career attractiveness of subjects like maths.

The Standing Conference on Schools, Science and Technology also comes up this week with a report on science specialists (page 3) rejecting differential payments and proposing a mixture of measures which include higher grants for students in shortage subjects. Probably the most effective financial incentive would be a scheme which combined higher, means-tested fees, student grants with a package to reach for a specified number of years with appropriate honours attached. It would be logical and have the necessary element of ruthlessness about it to prove to the world or large that the Government and the L.E.A.s were in earnest.

Mr Carlisle on dangerous ground

What a dangerous position Mr Carlisle could find himself in if he were to suggest that the head teachers never school meet in surplus, his unequivocal encouragement

to parents to buy books and equipment for their children can hardly have endeared him to the audience. The National Association of Head Teachers was the first union to condemn this trend.

Mr Carlisle's statement comes at a time when parent-teacher associations throughout the country are organizing traditional summer fund-raising activities. With thoughts on further drastic cuts in expenditure expected at the start of next term, many parents' groups are now divided, sometimes bitterly, about the extent to which this money should go on buying basic teaching materials.

If it is, of course, perfectly understandable that some parents and head teachers favour the trend: some books, however acquired, are better than no books, and no parent wants his child's one chance to be the victim of materialism or any other economic experiment.

Mr Carlisle was quite right to point out that you cannot stop a parent buying his child educational advantages. Quite apart from items of direct educational use such as pocket calculators or dictionaries, parents with higher incomes have always supplemented their children's educational chances by paying for extras such as private music lessons or trips abroad. A law to ban parents from buying their child an O level textbook would be unthinkable.

But Mr Carlisle is on dangerous ground by howling to local Conservative pressure to encourage an extension of voluntarism into the mainstream of school life. There are parents contributing to the cost of their children's schooling. But if this is good, why is it so peculiarly bad for them to contribute more fairly and more systematically through rates and taxes?

Parents certainly have less direct say over how rates and taxes are spent and will obviously be less keen to pay into some vague common pool. But rates and taxes undoubtedly offer a more efficient, dependable and equitable way of getting money into schools. They draw on the population as a whole and not just the parents; they are properly audited and democratically controlled; and, most important of all, do not create a divided system where some schools depend on parents and others depend on the state.

Measure for measure

"The arts in our schools are in a terrible state of life of the nation!" It is a cry which perhaps inevitably, that this should be an established part of British cultural scene. "Well, the say that wouldn't they?"

The permanent state of middle-class in the realm of discretionary grants, forming arts students now looks like the existence of some of the important performing arts. The L.E.A.s, which offer a range of degrees, is in a serious difficulty. The prestigious London School of Music is having to appeal to private donors to fill the yawning financial gap. Like being left by increasingly local authorities. Comparably, the L.E.A.s are also struggling from the Royal College of Music, the Guildhall School of Music, and the new National Orchestra Studies.

No sane person would question the need for discretionary grants. The only thing which is being done, everything else, be subject to the cut. The arts are being cut, and the cut is being made in a way which is not only undemocratic, but also, in the long run, a serious threat to the future of the arts. The Foundation is apparently to govern the discretionary system: be granted that grants should ultimately be made by the state, not by the L.E.A.s. Anyone seriously concerned about the maintenance of high standards in music and dance should be

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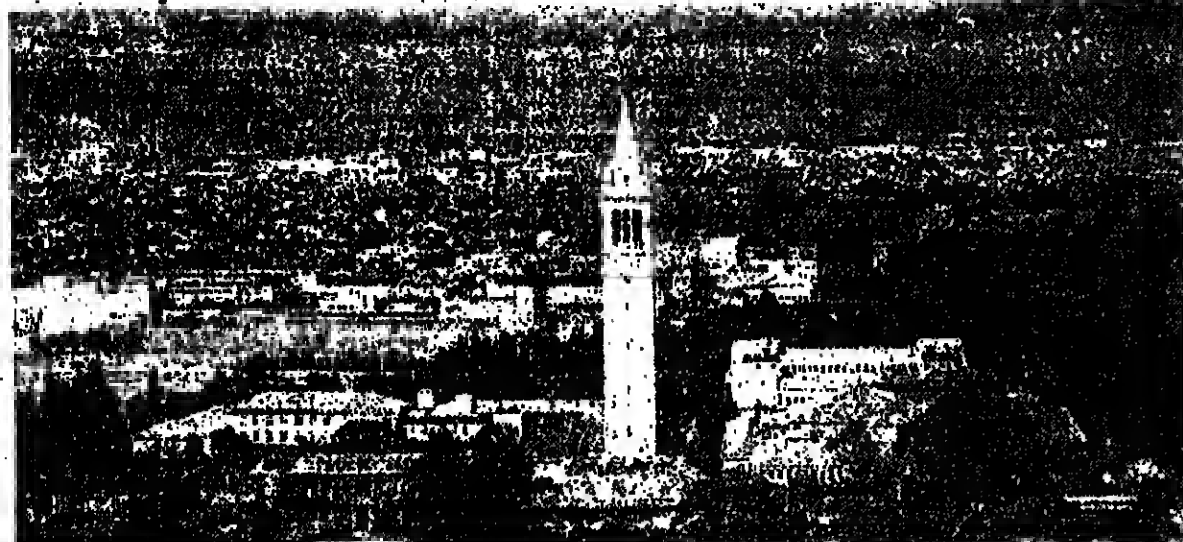
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Platform

Stuart Maclure reports on the mood of Californian educationists as they face devastating cuts

State of apprehension



The University of California: a vulnerable target if Proposition Nine succeeds.

There is not much doubt about what most Californian educationists this weekend. Next Tuesday voters throughout the State decide on Proposition Nine. This is the latest and deadliest in the succession of tax-limiting constitutional amendments which one state after another has been passing in recent years.

Elsewhere in this issue (page 30) Tony Barnes writes at length about this proposal (popularly known as 'Juni's Law'). Having returned from a sojourn at the University of California, Berkeley, I await with bated breath the outcome of the vote. An opinion poll a few weeks ago gave the opponents of Proposition Nine renewed hope. Wilson Riles, the California State Superintendent of Schools, whom I met in an interval during a meeting of the State School Board at Sacramento, was firmly optimistic. He was sure that the tax rebellion had run out of steam and people were realising that they could not afford to skimp on schools. But then, he has got to be optimistic, has he not? Certainly most people I spoke to expected Proposition Nine to get majority support. When (or rather if) that happens, mayhem breaks out, because the cuts in the state income tax take effect immediately and threaten to cut the 1980 budget to ribbons.

The atmosphere is noticeably changed since I was in California two years ago. Deflation has meant a loss of confidence in the economy. The influx of Japanese and European cars has dramatically altered the auto-landscape. Detroit totally misjudged the market and is paying a heavy penalty. The hostages in Iran are a constant preoccupation, generating universal suspicion of the "Edon't-care-what-it-is-but-for-God's-sake-something" kind. The abortive rescue raid gave temporary elation, followed by a deadly lull. People seem to be at a crossroads, people who regard a choice between Carter and Reagan as a pretty poor option and reckon that the spread of presidential primaries has made it less likely for good candidates ever to get to the top of the poll.

Two years ago Proposition 13 which loomed, this threatened (and subsequently shamed) the property taxes which then paid for more than half the cost of schools and community colleges. People now tell you that the emergency of Proposition 13 have not been as bad as everybody feared. The education lobby cried "wolf"; they say the wolf failed to materialise. This has undoubtedly handicapped the No on Nine campaign. Whatever the differences between the two sides, the differences between the two sides are no longer as sharp as they once were.

doubt about the very substantial cuts which followed Proposition 13—\$800m out of a budget of \$800m for education in California. The cuts would have been much worse if the State of California had not stepped in to bail out the local education authorities. (Before 1978, the L.E.A.s raised 52 per cent of the cost, the state 46 per cent, with the remaining 2 per cent coming directly from the Federal Government. Now these proportions have changed. The state contributes 80 per cent.)

The impact of the cuts so far has fallen most heavily (of course) on the most vulnerable groups in the worst locations. Summer schools and enrichment programmes have been cancelled. Ancillary staff and porters have been "let go". And, ominously, the less strongly subscribed often means the more desperate, more academic, which attract fewer tokens in California's scholastic celerity.

Wilson Riles is among the group of senior American educational administrators who holds his office by virtue of popular election—10 years ago he defeated the notorious Max Rafferty (one of Governor Reagan's right-hand men) and since then has had no difficulty in holding on to his voting support notwithstanding the rampant opposition, or crisis, to which the schools are expected to do their business. A warm personality, a large, relaxed and humorous black man who has won the confidence of the white community without losing the support of the minorities, Riles is in no doubt about the devastating effect of Proposition 13. It was, after all, the state which bailed out the schools after Proposition 13. If one of the state's principal sources of income is now to be chopped, the worst predictions must be fulfilled. Of course, Riles said: "We should put up a fight and this would go on until we had put things right." The same weapons which have been used to force through tax limitations could conceivably be used to establish countervailing requirements at specified levels of educational provision. There is talk of an "education guarantee" initiative on these lines. It would be. But you can see the worrisome pass before his face as he contemplates the demands of such a fiscal fight: "I doubt if I have the energy at this stage of my life to take on a campaign of this magnitude." Riles, a man in his late fifties, does not aim to seek reelection in 1982. Twelve years in that particular but not so lengthy campaign is typical of the summer of

simplistic measures like Proposition Nine that no one can say exactly how big the cuts will have to be if it goes through. Estimates vary from 3 to 4 per cent to 25 per cent and more, depending on how sanguine you are about budgetary surpluses, windfall oil revenues and muted laws of unbridled constitutional legality. Some 7 to 10 per cent seems to be the favoured conservative guess.

Tragically, in British terms, cuts of this order do not bear thinking about. No one doubts they will be painful nor yet that many people are likely to lose their jobs if they go through. The unions will protest (and there were damaging school strikes last time) but it is less unthinkable in America than employment protection legislation has made it here. As Professor Michael Kyrle, president of the California School Board, told me recently when I visited him in his office at Stanford, "Jews... threaten to split the educational world down the middle. As the result of recent economic campaigns, California is no longer among the big spenders on elementary non-secondary education. It comes somewhere near the middle of the list in terms of per capita spending. On post-secondary education, however, California is near the top of the list. If there now have to be more (and more severe) cuts, the schools will argue strongly that they have already suffered enough and pass the poisoned cup to the community colleges, the state universities and the University of California itself. To avoid this kind of fractious conflict—and strengthen the "No" campaign—no detailed contingency plans have been made for the emergency cuts which may be needed.

Strolling across the campus in glorious spring weather from the Center for Studies in Higher Education (my temporary base), it was not difficult to see why everyone should await the outcome of Tuesday's vote with apprehension. California has spent hugely on higher education and made this university into one of the finest anywhere in the world ("the greatest" as Governor Brown recently observed, with Californian modesty). Creating and maintaining an elite institution with taxpayers' money in a country which does not lack demagogues has been a remarkable achievement. But the University of California is undoubtedly vulnerable: the sharp branches of the tree of knowledge, the more exposed the splendid structure at the top.

Stuart Maclure recently returned from the University of California, Berkeley, where he spent a month. He is a writer and editor of the *Los Angeles Times*.

NEWS

Craft and design seen as second class subject by employers

Craft, design and technology (CDT) has still not attained the level of a respected subject, the Schools Council said last week. It is underrated by both teachers and employers.

Companies do not recognize that the subject develops the very skills they seek in potential employees. "Even teachers often think of it as being equivalent in mood and content to a report from the council's craft, applied science and technology committee says.

The report says the difference between traditional craft subjects and CDT—which involves designing, planning, making and testing—is not fully appreciated.

Taking stock of CDT to prepare for the 16-plus exam reforms that are likely to affect every subject, the council asked 54 industrial training officers what qualifications and attributes they looked for in operators, craft and technical apprentices and professional trainees.

"CDT is often interpreted as a subject of little academic standing and though helpful, unnecessary as an entry requirement," the report says. Employers were much more likely to specify English, science or mathematics.

Motivation and perseverance were the qualities most highly valued, and

recruits were sought to work on their own in a responsible manner. The crafts committee says that the quality developed by CDT is underrated by both teachers and employers.

But the justification for the curriculum is not in preparing for jobs in industry, says: "The subject through the full sequence of learning and making, makes a contribution in general to the development of the personal attitudes."

The planning and making learned boosted pupils' self-confidence. CDT enhances the ability for problem solving and the development of creative and artistic attitudes.

Advanced technology in electronics, far from being skills redundancy, made it important. "Many people increased time in the development of creative and artistic attitudes."

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TES Information Book Awards worth £150

Entries are now coming in for this year's TES Information Book Awards, worth £150. One award will be for a book for children up to age nine; the other for a book for those between 10 and 16. To be eligible, books must have originated in Great Britain or the Commonwealth between September 1, 1979, and August 31, 1980. The closing date for entries is August 31, 1980.

The judges for the award will be Valerie Alderson, a former editor of *Book Review*, and Michael Kyrle, a former headmaster of a middle school, Weymouth, Dorset, and Mr. Maclure.

Three copies of all entries should be sent to: The TES, c/o Valerie Alderson, 10 Weymouth, Dorset, GJ3.

Forecast of fewer leavers

The number of school leavers will fall by 25 per cent by 1991, according to a report by the Institute of Manpower Studies.

In *Education and Employment 1980—Produced as part of the IMSS's Co-operative Research Programme*, the Institute sets out selected statistics, trends and forecasts on young people entering employment, on further and higher education, on applications and admissions to universities and on destinations of graduates.

The report says that the number of school leavers will fall by 25 per cent by 1991, according to a report by the Institute of Manpower Studies.

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Three copies of all entries should be sent to: The TES, c/o Valerie Alderson, 10 Weymouth, Dorset, GJ3.

Curriculum projects listed in directory

A national directory of reading and language research carried out in local education authorities in England and Wales was published last week by the Brighton Polytechnic Literacy Centre. Based on a survey of all authorities last year, the directory includes details of many of the local curriculum development projects, curriculum guidelines, assessment and diagnostic materials, screening, checklists, records and teaching materials.

Catch 'em' seminar

A "Catch 'em" seminar, being jointly organised by the National Association of Teachers in English and the National Association of Teachers in Science, will be held at the Brighton Polytechnic on September 10-11. The seminar will be held at the Brighton Polytechnic on September 10-11. The seminar will be held at the Brighton Polytechnic on September 10-11.

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NEWS

'Radio revision' sparks phone-in by 2,000 facing summer exams

By Bob Doe

A London radio station's switchboard has been working at full stretch every night for a fortnight dealing with calls from school pupils who want help with their exam revision.

Nearly 2,000 pupils have called the London radio station's switchboard since it was set up last night. The station's telephone advice service dealing with a different subject every night.

As part of its community radio services Capital has also broadcast "revision recipes" and phone-in with examiners. The idea, according to producer Maggie Norden, is to give practical tips and reassurance and to breakdown some of the isolation many students felt, tied to their books through the most stressful time of the year. In addition, the station has set up a "revision line" where pupils can get advice on their revision.

The questioners varied from the puzzled to the frantic. Will I fail my O level French if I don't pass the oral? How much time for each question? What question will be coming up? We haven't finished the syllabus.

Over a third wanted advice on what or how to revise, practice questions, or essay plans. Half of these asked what were the most likely topics to come up.

Just under a third had specific queries about such things as vocabularies, definitions, spelling, handwriting, oral questions and the use of dates or quotations. Was it better to learn a few quotations from set books or why did the Germans lose World War One? Was it permissible to use the word "I" in an appreciation of a piece of poetry? (The examiners said it was).

Capital decided to bring in 10 Bank Revision experts, two and a half hours a night, after being overwhelmed by calls at the same time last year when four teachers were invited in.

Most callers were O level candidates.

The judges for the award will be Valerie Alderson, a former editor of *Book Review*, and Michael Kyrle, a former headmaster of a middle school, Weymouth, Dorset, and Mr. Maclure.

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Personal column

Gerry Fowler

Impractical Britain

A conventional sneer in British academic circles is to charge the United States with having degrees in anything and everything, from electricity to cooking to beekeeping. (Come to think of it, does the United States have a degree in beekeeping?) But let me tell you...

Living, but equally nothing suggests that we are a race more workaholic than theirs—except, perhaps, some of the "stunt" qualified and "booby" dandies of Fleet Street who are responsible for much of the national self-degradation.

There were few complaints about teachers' inadequacies, though clearly some of those ringing seemed to have been poorly prepared if they were unaware of the syllabus, unfamiliar with the exam format or unsure about pacing themselves.

Generally the teachers involved enjoyed it, though it was very demanding, at times. Maths teachers found themselves having to work through problems with pupils without resorting to the blackboard. Others had to arbitrate where pupils had been given conflicting advice.

Some were surprised by the friendliness of the students, and the majority of callers claimed that it had been helpful. Some of the teachers said also that they would be bringing up some of the points raised in their own classes the next day.

About half of these questions were about the syllabus.

One in ten were diagnosed by the teachers as having some general learning difficulty.

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Public schools may get teacher training bills

by Sarah Bayliss



Neil Kinnock: considering options

Public schools and other areas of private education could be asked to repay the state for the cost of training their teachers, in the Labour Party's new manifesto.

The idea is one of several policy options being considered by Mr. Neil Kinnock, Opposition spokesman on education, and other members of a Labour working party on the future of private schools.

The working party will also call for a change in the charity laws which currently give public schools a special status and exemption from tax, and a ban on local authorities buying places for children at private schools. Mr. Kinnock has already pledged to end the present Government's assisted places scheme.

The working party is one of four, drawing up future education policy for the education and science sub-committee of the party's home policy committee. Their consultation papers will be published over the next few months and will be finally judged by the party's national executive and annual conference in the autumn.

Mr. Kinnock said a practical formula for charging public schools a "rent" for the use of teachers trained by the state would be calculated in the next few weeks.

The annual cost of training a teacher at a college of education in 1980 estimates is £2,080, according to the Department of Education. The average annual cost of

an undergraduate's education at university is £2,485. The training costs therefore of a graduate teacher with a two-year postgraduate certificate of education amount to £3,535.

This issue of compensating the state for training was raised in a Commons debate on the new Health Services Bill last week.

Mr. Ronald Muir, Opposition spokesman on health and social services, moved a new clause that private nursing homes employing more than 10 staff members should pay a "levy" to the state of not less than 4 per cent of the cost of its employees.

This would help protect the state from the "outcroachment" of the private sector. Medical education is the most expensive form of education. That justifies the substantial nature of the levy, said Mr. Muir.

Dr. Corrado Vaughan, Minister of State for Health, said the Government was not opposed to the idea and had been discussing it with the private sector. There were problems but he was keeping an open mind.

He revealed that the current cost of training doctors and dentists was £50,000 a student, and that of training student nurses, £11,500.

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NEWS

Early choice of subjects 'a disgrace' says Lord Robbins

by Biddy Passmore

Early specialization in schools is a "public disgrace", Lord Robbins, 82-year-old architect of the British higher education system, has told a Commons select committee.

But although his distaste with dividing young adolescents into humanities and sciences is shared by many others, the Schools Council confirmed this week that there now seemed to be little if any hope of a broader sixth form curriculum, which many see as the only solution.

Speaking in the Commons Select Committee on Education, Science and the Arts last week, Lord Robbins attacked the practice of asking 14, 15 and 16-year-olds whether they wanted to be humanists or scientists. "I don't think there is any other country in the world where specialization extends down to these ages", he said.

Lord Robbins said that social science should be studied at postgraduate level—or at degree level at the earliest, not in school at all. He blamed the English and Welsh universities for creating more and more specialized undergraduate courses and setting entrance requirements which forced children to choose too early.

Lord Robbins's dislike of premature specialization is shared by many others in the educational world but there is no means agreement on the best remedy. Lord Annan, Vice-Chancellor of London University, told *The TES* this week that the best way to reach the problem would be to reach all children. "The two languages we use are English and mathematics, right up to the school leaving age. And I mean 18, not 16", he added.

A Schools Council spokesman

commented sadly that the council had spent 14-15 years trying to find a solution to early specialization but nobody had been prepared to accept their main proposal—N and I levels. It had been sunk by both the Labour and Conservative governments, together with the opposition of the engineering profession and the universities, she said. The council was not prepared to spend more time on it now.

Dr Alec Peterson, director of the International Baccalaureate Office, said the council's apparent abandonment of any attempt to broaden the sixth form curriculum was "disastrous", especially in the light of the Finistère Report and Lord Robbins's comments. He said the council was even going to turn down a proposal to try a monitored experiment with the international baccalaureate in 40 in 50 schools. "It is a too quick a despatch", he complained.

Tory MP pledges opposition to scale of Northants cuts

Mr Michael Morris, the Conservative MP for Northampton, South, is to complain to the Government about the size of cuts in the county's education budget.

Mr Morris promised a meeting of more than 100 angry parents and teachers of Northampton's eastern districts on Friday night that he would ask ministers why the cut in Northamptonshire's education budget was greater than the cut nationally.

"Northamptonshire's five MPs must go to the ministers and point out the 31 to 4 per cent cut nationally and ask why we in this county have to suffer a 10 per cent cut", he said.

"We have found ourselves with less money year after year. The population of Northampton has also increased greatly while resources from the Government have decreased. It is now time we started to move back up the league table."

Mr Morris said he was planning to meet Northampton Development Corporation and County Council

chiefs in discuss extra finance for education for the town's new eastern districts.

At the meeting, called by the Eastern District Headmasters' List, Mr Morris said he was aware of the cuts were having a disturbing effect on education standards.

Mrs Elizabeth Newlin, headmistress of Blackthorn Lower School, said the number of children seeking school meals was now only a quarter of the figure of two months ago before the price rose to 55 pence. "For young children it is a very long day and if they go without a school meal, I think it will have an effect upon their school work", she said.

Mr John Ricketts, headmaster of Emmanuel Middle School, said that in the week ending September 14 last year he took £421.81 for 1,385 school meals.

"This week, we have taken £140.25 for only 250 meals", he said. "We have found the number of free school meals have also dropped by 40 per cent. There has



Mr Michael Morris

been a tremendous boom in the number of children bringing packed lunches to school."

Mr Reg Hurst, acting headmaster of Lings Upper School, added that numbers of pupils eating in his school canteen had dropped from 300 to 100. "We want to keep pupils on site and under our supervision at lunchtime, but cannot make them eat the meals which many now cannot afford."

Core curriculum will improve basics, says Boyson

by David Lister

Problems of illiteracy and innumeracy will be helped by a core curriculum in schools, Dr Rhodes Boyson, Parliamentary Under-Secretary at the Department of Education and Science, said on Wednesday.

He told the Adult Literacy and Basic Skills Unit conference in London: "The Government is determined to do all it can to cut down illiteracy and innumeracy."

"The Government's concern for some movement towards a core curriculum is to ensure that every child leaves school in future to join the ranks of the illiterate and innumerate and in many cases the unemployed."

Strikes deferred

Plans for further strike action by members of the National Union of Teachers in Nottinghamshire are being held to naught following the arrangement of talks in the five-month-old dispute with county councillors next Monday. The dispute, which has already affected about 40,000 children in over 100 schools, is over class sizes and the packing of nursery school teacher, Eileen Gresham, for refusing to teach "clogs" she considered unsafe.

Spot checks on packed lunches

Health officials in Somerset are making spot checks on school children's packed lunches.

The aim is to advise parents on giving children a balanced packed meal.

The Somerset School survey started when the number of children switching from 40p-a-day school meals to packed lunches increased sharply.

Mr Roger Smith, a spokesman for the County Council, denied the survey was a form of "snapping". He said: "If the information shows the children's meals are inadequate then we can help parents understand that. Snapping is an unkind term. We are offering a service to the public by giving our professional judgment."

He added the survey was likely to

find out the cost of preparing many packed lunches was probably as much as the 40p meal. About 50,000 school meals a day are served throughout the county—10,000 down on previous figures. The price of a school meal is set to rise to 45p in September.

A county council has overruled a decision to ban primary pupils from taking drinks to school, with their packed lunches.

Mr Geoffrey Crump, director of education for Avon, told parents in a letter that hot and cold drinks could not be taken in school because of the danger from scalding or from fire.

However, a number of objections from parents has forced the council to change its mind. Cold drinks can be taken in plastic containers, if headteachers agree.

Music and drama schools are new cuts victims

Children in the performing arts are emerging as the latest victims of local authority spending cuts.

Annulments in the awarding of discretionary grants lie at the root of the colleges' present troubles. Local authorities very greatly reduce to how much money they give, and which courses they give for. The present economic climate is causing some authorities to revise drastically the amounts of money

that individual donors might cover not enough money to see individual students through their course.

In September the Gulbenkian Foundation is to publish a major study entitled *Dance Education and Training in Britain*, and one of its recommendations will be that the London School of Contemporary Dance, together with the Royal Ballet School, should attract mandatory grants for students on its vocational performing arts courses.

Tax on young workers pays for those who stay on to study

by Philip Venning

Young people in work are paying almost the same amount in income tax as the Government are spending on educating their friends, according to official statistics on families published last week.

The statistics—on children, young people, the elderly and the family—were collected from published sources by the Government's Think Tank, the Central Policy Review Staff. They reveal that in 1977-78 the Government spent £1,777.8 million on education for the 16-18 age group, compared with £2,700 million on the 16-24-year-old age group.

But two years earlier the same age group paid out about £2,000 million in income tax and about £500 million in the tax on their contributions. In addition, the report calculates that these young people probably paid another £2,000 million in indirect taxes out of a total of £15,000 million in 1976.

Against this must be offset the fact that about £500 million was spent on employing and training service personnel in the 16-24 age group, including the Youth Opportunities Programme.

The report also draws attention to the fact that the bulk of new passing through the sixth form will mean that in 1985 there will be more people in the 16 to 24 age group than at any time in the last 50 years. But this number will soon fall off as the long fall in the birth rate in the sixties and seventies starts coming through. "Within this pat-

tern of rise and fall there will be a steady upward growth in numbers and proportion from minority groups. The growth is likely to be particularly marked among people with Asian family backgrounds."

These demographic changes will require basic rethinking about the deployment of educational resources both geographically and socially. The report also says that the Government might also require the school-leaving age cost about £2,700 million, most of which was spent on the 16 to 24-year-old age group. But two years earlier the same age group paid out about £2,000 million in income tax and about £500 million in the tax on their contributions. In addition, the report calculates that these young people probably paid another £2,000 million in indirect taxes out of a total of £15,000 million in 1976.

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Savings fall short of target, finance report shows

Local authorities spent less last year than they, or the Government, had originally expected but have not achieved the extra 3 per cent cut asked for by the Conservatives, according to the latest estimates.

Figures from the Chartered Institute of Public Finance and Accountancy (CIPFA) show that spending this year would have been 22 per cent up on last year, more or less in line with Government expectations, but for the Clegg Commission's findings.

The teachers' comparability awards mean most local authorities have gone over budget. CIPFA's annual wage increases in excess of 10 per cent will mean "yet again substantial rate increases in 1981-82" or greater reductions in services.

Mr John Stewart, Cambridge's chief assistant, who wrote the CIPFA report, says local authority balances were reduced by one third last year to £1,000 million and are due to be reduced again this year. That, along with inflation, higher than expected at 20 per cent, means some authorities might be in financial difficulties in 1980/81.

"That, I am told, may be the end of the year", concludes Mr Stewart.

Public Finance and Accountancy's *Journal of the CIPFA*, June 1980, from CIPFA, 1 Buckingham Place, London SW1E 6HS.

Centre seeks legal advice over closure

by Bert Lodge

Governors of the Centre for Educational Development are to take legal advice on the way the Government reached its decision to close the centre down.

In a letter to the acting chair, Mr Mark Carlisle, Education Secretary, announced the centre would close at the end of August. Last November he informed the centre of his intention to close the centre down.

It was established in March 1975 under the direction of Mr Bill Baudan, former chief secretary of the teachers' union NATFHE. Current expenditure is about £300,000 a year.

After the Government's decision, Mr Carlisle said, the centre had been told to run on its own resources for a year.

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NEWS

NAHT at Cheltenham

Cuts 'force authorities to break law'

Many local education authorities will soon be breaking the law by providing inadequate schooling for children through cuts in spending, Mr David Hart, general secretary of the National Association of Head Teachers, said in his address to the conference.

He reminded delegates that—under the 1944 Education Act—the number of schools in an L.E.A. "shall not be deemed to be sufficient unless they are sufficient in number, character and equipment to afford for all pupils opportunities for education offering such variety of instruction and training as may be desirable in view of the different ages, abilities and aptitudes, and of the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their respective needs."

On school meals, Mr Hart added: "We must recognize the stark reality that some local education authorities are almost certainly in breach of this statutory provision and that many others will undoubtedly join them by 1984."

Mr Hart cited the example of one London borough which "could become commonplace" where a chief education officer had warned that a decision to worsen the pupil-teacher ratios from 22.1 to 23.4 and 16.2 to 16.9 respectively in secondary and primary schools "would mean that some areas of the curriculum would be curtailed or disappear completely."

"That many councillors are sincere men and women who have given a lifetime of service to the community but I do believe that a significant number have embarked upon cuts with a degree of ignorance which I find difficult to understand."

Mr Hart added: "We must recognize the stark reality that some local education authorities are almost certainly in breach of this statutory provision and that many others will undoubtedly join them by 1984."

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Exam standards 'compromise'

The London board's researchers found all examiners' marks were lower than they should have been, according to a report published last week.

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Reports by Richard Garner

Support for 'keep the cane' move

The decision on whether or not to use the cane should remain with the head, the conference decided.

The conference voted overwhelmingly in favour of retaining the right to corporal punishment in schools in the wake of the growing number of local education authorities planning to ban the use of corporal punishment.

However, they dropped the words "corporal punishment" in their motion—preferring instead to call on local education authorities to leave "internal discipline including sanctions to the discretion of headteachers."

Mr Brian Ward, a headteacher from Rochester, Kent, said: "This motion is not advocating the use of the cane." He added: "But some pupils are downright naughty and need a friendly tap."

Mr Geoff Lawes, a headteacher from Billingham, Sussex, said: "The striking of children with sticks and other instruments designed to inflict bodily pain is in my opinion wrong."

At a recent conference afterwards, STOP said there were 12 inner city education authorities in the country who either had or were considering abolishing corporal punishment.

Labour-controlled Birmingham, Leeds and Tameside had put the abolition of corporal punishment in their election manifestos and Newham in London would announce its decision within the next month.

Mr Mark Carlisle, the Education Secretary, called on head teachers to go back into the classroom and teach. In his speech to the conference, he said: "Without this, it is surely extremely difficult to keep in touch with the views and feelings of pupils in the school or the reality of what the teacher faces in the classroom."

He said that some heads of mixed co-educational secondary schools should also be asking why there were fewer girls in their schools opting for mathematics and science subjects than in single sex schools.

He said the 1980 Education Act

had contained provisions to give parents more basic information about their schools, adding there would shortly be consultation with head teachers and other professional organizations about the measures.

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had contained provisions to give parents more basic information about their schools, adding there would shortly be consultation with head teachers and other professional organizations about the measures.

Backlog for lunchtime 'lock outs'

The NAHT overwhelmingly agreed to back any headteachers forced to shut their schools at lunchtime or close down the meals service altogether because of inadequate supervision.

They endorsed the right of any head who wanted to leave his school at lunchtime to do so and leave the premises in charge of a deputy and also called for teachers to be paid for staying behind to supervise if there was no new agreement on their conditions of service.

However, Mr Mark Carlisle, the Education Secretary, flatly rejected the idea of paying teachers for supervising pupils at lunchtime, telling the conference: "I am most concerned that teachers don't accept that giving support to the head at midday is part of their duty. A teacher ought to get an all-round salary for an all-round day. They get paid a salary for doing a job."

The conference had heard earlier that growing numbers of children switching from the conventional school meals service to packed lunches brought added problems of supervision for heads.



Mr Hart cited examples

Strike enthusiasts 'should move out of teaching'

Teachers prone to taking industrial action should "move out of teaching now" and save their more devoted colleagues from the threat of redundancy or redeployment, Mr Michael Brighouse, the new President of the association, said in his conference address.

"It has to be admitted that there is a minority of teachers who are either direct withdrawal of their labour or some form of pseudo-industrial action usually masquerading as withdrawal of so called goodwill, as an automatic naive where a grievance exists", he added.

He would remind those who indulge in such actions of the results that follow: one, the authorities save money; two, the children suffer; three, the profession suffers from appalling publicity; and four, we lose the support and sympathy of the parents whose help we so desperately need.

"I cannot stress too strongly that the teachers who wish to behave in this way are a relatively small minority. We teach by example and if that minority does not like the example of honesty and professionalism, or does not possess a sufficient sense of vocation, then my message to them is clear—move out of teaching now."

There are enough good teachers who do hold such values, ready to take your place: by moving out you might even help in avoid some of the problems of redeployment and redundancy for your colleagues."

Mr Brighouse said schools had become "like industrial battlefields" during the past few years, with teachers "as well as those on the periphery" taking industrial action.

He also criticized parents who "have become over-generous with their children to a point where they have become a burden."

"Sweetie, every day, and too much pocket money are very common these days. Christmas presents for quite young children assume the proportions that used to be reserved for twenty-first birthdays."

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New checklist for those hoping to work overseas

Anyone thinking of working abroad has first to undergo a sea of documentation and detail, according to a 46-page booklet published by the British Institute of Management.

Accepting a job abroad contains a checklist for intending expatriates from contract to pension. It covers into taxation and exchange control and advice on what to do with pets, children and personal effects when away.

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NATFHE annual conference

Lecturers may refuse to mark exams

College lecturers may refuse to mark examinations, papers for the first time in their history, for the first time in a campaign against redundancies.

The National Association of Teachers in Further and Higher Education, which has 73,000 members in further education and higher education colleges and polytechnics, launched a campaign of teachers against public spending cuts at its annual conference in Scarborough last weekend.

Delegates agreed that lecturers would refuse to mark exams, but Mr Peter Dawson, NATFHE general

secretary, confirmed after the debate that over 200 plus lecturers in the union is fighting at such a pitch that lecturers are ready for this first time to use what he termed "the ultimate sanction".

He said: "There has been a tradition in the further education service that exams are of great and immediate importance in the type of student you are dealing with, young people many of whom are disadvantaged in some way."

"But in the situation that is developing I imagine that this reluctance among staff will

diminish. If the whole redundancy situation escalates then there will be more demands to use the ultimate sanction."

NATFHE members are already burning overtime and refusing to cover for absent colleagues in further and higher education in Surrey, where the union is fighting reductions in the number of teaching posts.

The conference also expressed anger that the National Joint Council which negotiates further education teachers' conditions of service is only "recommending" that authorities give a full year's notice of

any planned redundancies. Mr Dawson said this was "welcoming an agreement until an effort is made in teacher unions".

Mr Jack Tyrrell, the union's president, urged members not to take an additional class or overtime except in emergency situations. "We urge this to our unemployed colleagues", he said.

He also asked members to respect the union's advice on whether or not to take a salary sacrifice. NATFHE leaders were worried that authorities are offering lecturers generous premature retirement packages and then freezing posts.

Reports by David Lister

In brief

Pupil power on the wane

The future of the Labour Party's education policy is being debated in the House of Commons. The Labour Party's education spokesman, Mr. Peter Dainoff, said that the party's policy was to "bring about a fundamental change in the way in which the education system is run".

More young in

There has been an increase in the number of young people in the workforce. The Labour Party's education spokesman, Mr. Peter Dainoff, said that the party's policy was to "bring about a fundamental change in the way in which the education system is run".

Anthropology advice

Schools teaching about the end of the world should be given advice from a new guide. The Association of Teachers in Social Studies (ATSS) has issued a new guide to schools.

Rescue team set

A new auxiliary rescue team has been set up. The team will be available to schools and colleges. The team will be available to schools and colleges.

Taylor plans

The Taylor Commission has announced its findings. The commission has found that the education system is in a state of crisis. The commission has found that the education system is in a state of crisis.

Plan to end bias against vocational courses

The Taylor Commission has announced its findings. The commission has found that the education system is in a state of crisis. The commission has found that the education system is in a state of crisis.

£10,000 for orchestra

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Union freezes all courses in economy drive

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Money matters

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Bid to save English from cuts

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Protesters leave the hall as Mr Macfarlane addresses the conference.

Minister faces walk-out by 120 delegates

More than 120 NATFHE delegates, about a third of the conference strength, walked out in protest at Government spending cuts when Mr. Neil Macfarlane, Parliamentary Under-Secretary at the Department of Education and Science, addressed the conference.

Mr. Macfarlane said that the Government was committed to maintaining the standards of education.

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Cuts need not harm standards, Carlisle tells Tory women

by Sarah Bayliss

Savings in education spending should still be achieved without harming standards in the classroom, Mr. Mark Carlisle, Education Secretary, told the 50th annual conference of Conservative women last week.

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Union freezes all courses in economy drive

by Richard Garner

A teachers' organization has ordered a freeze for a year on all its education courses as part of an in-service drive to offset rising costs.

The 21,000-strong Professional Association of Teachers, the only teachers' union which pledges its members will never strike, is planning a one-year moratorium on education courses.

Mr. Brian Jefferson, chairman of the union's finance committee, said: "We are trying to hold steady all round but the only way we are not going ahead in which it was originally planned to expand in educational courses. It is partly through lack of finance and partly through

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School to work

This week's Think Tank report on education and industry has something in it to upset almost everyone: schools, employers, unions, training boards, careers officers, and the Government itself. Only further education (non advanced) comes in for unstinted praise from the top thinkers. Mark Jackson reports.

Think Tank tell Government how to reform training without more cash

The fundamental basis of Britain's industrial training system is being challenged by the Government's Think Tank, the Central Policy Review Staff. In a report this week it advises the Government to steer a course between the training policies of the country's training policies instead of leaving them to employers and the unions.

The report comes as the Government is reviewing the working of the 1973 Employment and Training Act, which governs the present arrangements.

The Think Tank says that the training system is rigid, unresponsive, and slow to respond to change. It says that the system is in need of a major overhaul.

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Careers: time to switch to 'do-it-yourself' policy

The careers service should stop trying to help every school leaver and switch to the do-it-yourself approach of the adult employment services, says the Think Tank, which argues that the service simply has not got the resources to do its job properly unless it operates more selectively.

The proposal will come as a severe shock to the local authority careers officers, who have been repeatedly commended by other Government bodies for the scale of their activities and were hoping that rising leaver unemployment would force the Government to strengthen the service.

The Think Tank report undercuts the careers officers' main argument of an unrelentingly increasing workload by pointing out that there is no statutory requirement for them to interview every leaver, as do most local careers departments. It says that there is nothing to stop careers officers from concentrating on the difficult cases.

The report recommends that local authorities should consider devolving the self-service approach used in some places, such as displaying jobs in careers offices in the same way as jobcentres and, if distributing a weekly newspaper advertisement to experiment with letting young people have direct access to computerised careers guidance and PCEast vacancy services.

The report has a shock, too for heads: it says that it does not believe that any additional resources can be found for careers teaching

in schools. Instead, it urges that the schools should switch some of their existing staff to careers work, even if it means increasing class size.

The Think Tank points to the Scottish system under which there is an established structure of guidance posts, but says that such an approach needs to be backed by making careers and guidance a full specialism with initial training for teachers who intend to follow it throughout their whole career.

The report says that schools should make more attempts to follow up what happens to their pupils after leaving, and that if the publication of exam results is made compulsory, so should the publication of the pupils' employment destinations.

The report also discourages about the effect of some school and industry link schemes and suggests that education departments, together with Government departments should provide schools with a directory describing and evaluating the schemes.

To improve teachers' understanding of industry, the report recommends that teacher training should be integrated wherever possible with other vocational courses in the same college.

It also recommends that the DES should consider introducing for England and Wales the Scottish requirement that further education teachers should have a period of relevant commercial or industrial experience.

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THE TIMES EDUCATIONAL SUPPLEMENT
JULY 1980

OVERSEAS NEWS

Is Jaws II about to bite?

Californians go to the polls next week to vote on a tax-cutting measure which could axe education funds by up to 34 per cent. Tony Barnes looks at the issues involved



Jarvis: "Who gives a damn about schools?"

In California at present Jaws II represents not the film of that name, but the most recent proposal by tax reformer, Mr Howard Jarvis.

Having succeeded in June 1978 in persuading voters to accept his now famous Proposition 13, Jarvis managed last November to collect the half million signatures required for his latest proposal, Proposition Nine. In other words named "the Jarvis tax initiative" or "Jarvis II" or "Jaws II", to be included in the June state ballot. As the voting day draws near, so the arguments rage more fiercely.

Essentially Proposition Nine, like Proposition 13, is a tax-cutting proposal, based on the assumption that it is possible both to reduce taxes and get the same service or even better "by cutting out the fat". It presumes that public services, particularly education, are wasteful in their use of public funds and that they should be forced to make necessary economies. As Jarvis says, "let the bureaucrats tighten their belts; stop a change".

Certainly the experience of Proposition 13 offers support for the view that the consequences of Proposition Nine might be less dire than are currently being predicted. In 1978 Proposition 13 cut property taxes by 60 per cent, reduced the state income by \$1 billion dollars, and resulted in the loss of at least 18,000 public sector jobs—the unions say 100,000—across the state. But the loss of 500,000 jobs has been widely forecast.

Public services were cut, but the impact of Proposition 13 was alleviated by the late discovery of a \$5 billion surplus in state funds, some increased federal assistance and much higher than expected revenue from the state sales tax, as Californians cheerfully spent all the money they would otherwise have paid as property taxes. Even so, some areas suffered severe strains. San Francisco, for example, where in addition to the normal problems of school funding, the San Francisco Unified School District was faced with a number of special federal requirements.

The Federal Government had instructed that the school system should be integrated, by bussing if necessary, that more bilingual education should be undertaken and that handicapped children should be "mainstreamed" in ordinary schools. For the city, which claims to be the most multi-ethnic city in the world, the first two requirements were particularly costly; in addition, a state requirement that all public schools should be rendered earthquake-proof increased further the burden of costs.

Opposition to Proposition Nine has been growing, and a coalition of educational interests at all levels has joined forces with various labour organizations, parent-teacher associations, fire and safety groups, and representatives from industry to form a "No on Nine" Citizens for California committee under the leadership of Mr Michael Kantor, a Los Angeles attorney.

Proposition Nine proposes to cut elementary and secondary school

income tax by half. Although many would be delighted by this prospect, there is also widespread concern that it will mean that a number of essential public services will be either irreparably damaged or destroyed.

Jarvis presents his argument at a number of levels. First, he sees Proposition Nine as a mechanism by which the people can take back some control over their lives from the government and the politicians.

Second, he suggests that a reduction in direct taxation need not lead to a harmful loss of revenue, since the state economy would receive some stimulus from higher levels of consumer spending, as appeared to be the case after Proposition 13. Third, he argues that since governments are the chief cause of inflation, they are offering a means of combating inflation by compelling the state government to control spending.

Mr Paul Carpenter, chairman of the state senate education committee, in support of Jarvis, cites the case of a \$45,000 a year administrator who was hired to administer a \$65,000 grant; "the spender," he expressed the view, "the spender in Sacramento will never have the self-discipline necessary to cut spending".

Those who oppose Proposition Nine declare that, since 83.4 per cent of the state budget is spent on education, health and welfare, the impact on these services would be disastrous. They point out that, although disaster did not follow Proposition 13, thanks to a state surplus, this surplus will shortly be exhausted.

Moreover, Proposition Nine strongly favours the upper socio-economic categories. The 229,000 taxpayers who earn \$50,000 or more a year (3 per cent of all taxpayers) would receive back \$392 million, an average of \$4,300 each. The 3,348,000 taxpayers who earn \$15,000 or less a year (50 per cent of all taxpayers) would receive only \$442m, an average of \$130 each.

Any increase in the state sales tax and other local taxes and fees to offset the loss from Proposition Nine would obviously hurt the lower income groups most.

Again, for the individual the saving in income tax would be less than anticipated. Since state income tax is allowable against federal income tax, any reduction in state income tax would cause each individual's federal income tax to be raised.

Proposition Nine supporters counter the charge of favouring higher income groups by saying that in any case it is the lower socio-economic categories who suffer most from the slow growth of the American economy.

No one knows if Proposition Nine will be passed. Much of the impact behind Proposition 13 was the local inflation of property values. This property taxes which are based on current market values have a progressively more severe impact as values advance.

At the moment the authorities are taking no chances and are engaging in a programme of public education, pointing out that Proposition Nine would lead to a possible 35 per cent cut across the board in elementary and secondary school

budgets, for 1980-1. Adjusted inflation, this would mean a 33 per cent reduction in public power.

Given this assumption, the critics are currently making some fairly stringent case. Education proposals include elimination of the one day per in the timetables of junior senior high schools, an increase in class sizes, a reduction in amount of equipment and materials, the abolition of transport for some 25,000 pupils, decreases in administrative staff, and the curtailment of salaries for teachers and administrators. Outside the education proposed economies centre on cuts in health and welfare programmes.

The longer term effects of Proposition Nine, if passed, could include an accelerated drift of the school system into the private sector. This in turn is likely to again the question of vouchers means of enabling parents afford private education.

Secondly, because of the long arrangements between state and federal income tax mentioned after Proposition Nine is passed, it will result in a transfer of \$15 billion from the states to the federal government on top of the \$12 billion windfall for the federal authorities followed Proposition 13.

Thirdly, there is the potential damage to the economy of a state. Proposition 13 caused a stock market rating of California Municipal Bonds to be downgraded from an AAA rating to A, raising the cost of borrowing the state market. More than 10 per cent of capital spending in the state is financed by the state. It is also the more difficult the state's economy as both wages are reduced and the structure on which all economies depend becomes progressively undermined.

Finally, there are the potential effects on the morale and the authority of teachers and the schools. "Meanwhile," Howard Jarvis, 70-year-old millionaire, in his campaign unrelentingly says, "this is a real life appearance by adopting the opposition's call 'a rose is a rose' of picking and choosing whom he will condemn and whom he will condone."

After three encounters with Jarvis, Kantor has been claiming that "refuses any more meetings with Jarvis." "The danger is that the Los Angeles Times has reported that it has been difficult to get another debate with Jarvis, who is not to be taken for granted."

In any case, Jarvis's view of education is well known. He gives a damn about schools. They're not teaching anything. "The danger is that the Los Angeles Times has reported that it has been difficult to get another debate with Jarvis, who is not to be taken for granted."

Tony Barnes is lecturer in education at the Institute of Higher Education



Bad news for Prophets of Doom.

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We'll soon have a lot more bad news for the world's professional pessimists.



The Pathfinders
Investing in Energy for Britain.

OVERSEAS NEWS

United States

State makes sex teaching compulsory

by Clive Cookson

WASHINGTON

The New Jersey Board of Education has voted 10 to one to make sex education compulsory for all school districts in the state from 1983.

Unless conservative and religious groups succeed in reversing the decision, they are trying hard to do so. New Jersey will then have America's first mandatory state-wide programme of sex education.

At present all states leave local school boards free to decide whether or not to introduce sex education. The result is a great

variety of practices across the country and within states. Some districts have progressive programmes to teach their pupils about human sexuality and its problems. Many others specifically forbid teachers to mention certain topics such as contraception and homosexuality in the classroom.

New Jersey's "Family Life" programme, as it is officially known, starts in kindergarten and continues right through to high school, and of course it covers more than just sex. Family structure and responsibility, bringing up children and child abuse will all be covered. But sex education will be an integral part of the New Jersey programme. Primary schools will be

required to teach children about the body and the brain and about amplified human anatomy. Middle schools will provide instruction about human reproduction and high schools will tackle issues such as birth control, venereal disease, incest and rape.

This state will lay down minimum curricular guidelines to ensure that schools really do cover the essential subjects. But the board of education says the curriculum will be flexible enough to allow New Jersey's 611 school districts considerable choice about the way they teach them. And parents who disapprove will have the legal right to withdraw their children from sex education classes.

At present only 40 per cent of New Jersey schools offer systematic sex education similar to the proposed "Family Life" programme. In 1977, the latest year for which figures are available, New Jersey recorded 12,000 births to girls between 15 and 19—60 per cent of whom were unmarried—and 247 births to children under 15. The number of babies born out of wedlock doubled during the 1970s. New Jersey had 18,000 abortions in 1977.

Statistics like those persuaded the state board of education to make family education mandatory, despite heavy pressure not only from traditionalists and some parents and Christian groups but also from the New Jersey School Boards Association, which represents the local districts and feels they should be left free to make their own decisions reflecting community feelings.

An illustration of the local dif-

ferences that arise from this is given by school districts in the Virginia suburbs of Washington D.C. Fairfax County, which has a progressive reputation in other respects, has an absolute prohibition against any discussion of homosexuality, masturbation, abortion and contraception—or the "big four" as teachers call them. Even if pupils ask questions about these topics, teachers are not allowed to stray beyond the extremely narrow and bland official curriculum.

This policy was introduced four years ago at the insistence of conservative, religious and anti-abortion groups. A spokesman for an organization called the Movement for a Reasonable Decision, is campaigning to eliminate sex education altogether in Fairfax. He told the Washington Post recently: "Children are always taught to do their homework in school, so when they're taught about sex, they'll want to do their homework at home. We feel that when the body is ready for sex the students will naturally know about it." The newspaper also quoted a local Roman Catholic bishop as saying that any public discussion of sex would be an invasion of the sacred. "We feel that the episode is very pinched. The obvious criticism is that of parents."

In the neighbouring district of Falls Church, any aspect of sex can be raised and discussed by teacher or pupils, and conversations have been brought into the classroom for examination and discussion. Next-door Arlington takes an intermediate position. Teachers are not allowed to raise certain topics themselves, but they can answer any questions from pupils.

Australia

Plum position soon to be filled

by Bill Parvls

Applications closed last week for one of the plum jobs in Australian education—the New South Wales Education Commissioner.

The job, advertised as a full-time position with a salary of more than \$45,000 (£26,500) a year, a \$2,000 expense allowance, and a pension, was under an act passed earlier this year to take over as employer some 50,000 teachers in a schools and colleges.

With its full-time chairman, the commission will be responsible for advising the government on all aspects of public education in the state. A spokesman for the commission said it was expected to start work in September or October.

The NSW Teachers' Federation has welcomed the creation of the commission, but with reservations. Barry Mansfield, said the union had been campaigning for a commission for some 60 years.

"We think it's a unique job," said Mr Mansfield. "It is the education commission that will be responsible for the teacher and the technical teaching sector."

OVERSEAS NEWS



Violence at Jussieu. Student protests against the "vile and racist" restrictions spread to provincial universities.

France

Barre firm on new limits for overseas students

by Jane Jessel

not only in Paris, but also at several universities throughout France—are contained in two Government orders. The first, the "Bonnat circular" of December 1977, stipulates three conditions for granting visas to foreign candidates: they must have a clean Home Office record, they must already have been offered courses, and they must prove they have the equivalent of nine months' grant in the bank, currently about £1,400.

The second order, the more controversial "Inbert decree", introduced last December, is opposed by university presidents and teachers as well as students, because they fear their autonomy is threatened.

It set up an outside commission to consider foreign applications and to allocate successful candidates to the various universities and to introduce a French language test (FES January 25).

Students at six provincial universities who had been on strike for several weeks in protest at the "vile and racist" restrictions, are also now back at work. The authorities of Grenoble—which takes the second highest number of foreign students in France, after the University of Paris II, agreed with the students' strike committee a number of measures to ease the difficulties imposed on foreign candidates. However, the students' victory is somewhat bitter as the root of the problem—the Inbert decree—is still in force.

New Zealand

Bill will give Minister power of a dictator, opponents say

by Lindsay Hayes

A Bill now before a parliamentary select committee in New Zealand will give the Education Minister "dictatorial" powers and create a new service conditions of employment for teachers, according to opponents of the Bill.

The committee started its hearings this month of the Bill which contains a provision for the Education Minister, Mr Mervyn Walters, to appoint a commission to place a controlling authority on the place of a controlling authority, or to place a controlling authority on the place of a controlling authority, or to place a controlling authority on the place of a controlling authority.

This clause is the main concern of the controlling authorities, as it is the clause which has threatened to resign if it is introduced. The chairman of the Wellington Education Board, Mr Clive Heslop, says this section introduces political control and runs contrary to government policy for local bodies to be the taking away of any par-

Italy

Agreement reached at last on tenure middle

by Dalbert Hallenstein

The first major achievement of Italy's latest Education Minister, Senator Adolfo Sardo, appointed last month, has been to reach a general agreement with the teachers' unions finally to solve the problem of how to give full tenure to most of Italy's remaining 100,000 temporary teachers.

In the past four years more than 200,000 temporary teachers have been given tenure after years of bitter industrial action. Many categories of teachers were, however, excluded from these agreements. These included younger teachers, elementary and middle school teachers, art and craft teachers, and other specialized branches also found themselves relegated to permanent temporary status.

Many of the temporary teachers will achieve full tenure before the end of this year, but others will have to wait until at least 1982. There are, however, also considerable technical problems to be solved before the agreement can become effective. Both Houses of Parliament must approve the agreement.

But perhaps the greatest obstacle to final approval is the cost involved. There is, as yet, no indication of how much the granting of full tenure will cost the state in terms of increased benefits and salaries. But any increase in state spending must first be approved by the Ministry of Finance, and so far this has not been granted. The Education Minister is, however, sure that the agreement will be finally approved by Parliament.

EEC

Education chiefs await EEC verdict on Brussels shake-up

from Rory Watson

BRUSSELS Plans to reorganize the European Commission in Brussels, and in the process to merge the departments dealing with education and social affairs, have run into difficulties. The merger of the education, training and culture department with employment and social affairs was suggested last September by a five-man team chaired by Dutch Ambassador Dirk Spierburg.

This team, which included former Labour and later Independent MP for Lincoln, Dick Taverne, had been appointed by the Commission in January 1979, to review the Commission's notoriously rigid staff structure. This has led to a lack of promotion hopes and an unfair distribution, leaving some officials with little to do while others work into the night.

Among its various suggestions is a plan to cut the number of departments from 20 to 12, and later to 10 when Spain and Portugal join the Community. These are intended to correspond to the eight major portfolios under the Commission's supervision.

The Netherlands

Minister pinches pennies from pay bill

by John Richardson

THE HAGUE The Dutch Minister of Education, Dr Arjo Pels, intends to make considerable savings on teachers' pay bills by altering the starting date for salary entitlement for all new teachers.

Until now all newly appointed teachers for the autumn term, were entitled to draw their salaries from the beginning of August, roughly the

middle of the Dutch school summer vacation. The teaching profession welcomed the new measure with a short paid holiday. Now, in spite of opposition from the teachers' union the Minister intends to ensure that newcomers to the teaching profession will in future only be paid from the first teaching day of the new term.

This will result in savings of P27m (£6m) for the school year 1980-81, and P137m (£30m) for 1982.



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TS05

Ian Kellas examines Algeria's planned fundamental reforms

FOUNDATIONS FOR THE FUTURE

ALGERIA The first stage of a far-reaching educational reform in Algeria will be introduced in the coming academic year. Six hundred thousand children will embark on the first year of a nine-year course in a series of new "foundation schools" which are to replace the existing primary, intermediate, and secondary cycles.

The creation of the foundation schools became national policy in 1976 but so far they have only been introduced on an experimental basis.

Now, after consulting with provincial education chiefs, Mr Mohamed Cherif Kharrroubi, the Minister of Education, has announced that "all the resources will be ready for the September deadline".

Beginning then, 15,000 primary school teachers will receive an intensive course so that they are prepared to teach the new syllabus which is an integral part of the reform.

In the words of Mr Kharrroubi, "the foundation school is a reinforcement of the democratization of the education system". The introduction of the new school will formally replace the 13 years to 15 years. But because nearly half the country's primary school children now drop out before reaching the secondary school cycle, the new reform will mean doubling the present educational facilities for 12 to 15-year-olds.

"Democratization" has always been the highest priority in Algeria's education policy, followed by the need to replace French as a medium of instruction with Arabic and to develop scientific and technical training.

Since independence in 1962, the number of children getting an intermediate and secondary education has multiplied 28 times to a figure of 832,000. Despite these efforts, however, 55 per cent of the

country's 14 to 18-year-olds still do not get any formal education.

The new foundation schools are an attempt not just to "democratize" but also to break free finally from the French system. The new nine-year obligatory course will be divided into three-year cycles.

Only in the second cycle will pupils be taught French and not only as a second language and not as a medium of instruction. At present there are still some "bilingual" courses from the third primary year upwards.

Algeria has adopted a programme of industrialization since independence and now finds itself with a large amount of unused industrial capacity and a serious shortage of middle level technicians.

The new emphasis on technical subjects will involve a thorough overhaul of the syllabus. The first casualty of the old system was to be "Malek and Zine", a primary school pair who have for some time been felt to be unsuitable because they are not of Algerian extraction.

A new Algerian primary school textbook will, according to the Minister, be introduced for the coming school year. New texts are also being prepared for subjects such as first year maths and Arabic.

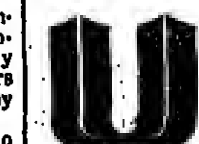
The Government is finding it hard to recruit the good secondary school teachers because salaries are unattractive and accommodation very pinched. The obvious criticism is that Algeria has been pursuing quality at the expense of quantity.

The coming five year plan will, however, according to Mr Kharrroubi, pay more attention to raising teacher training standards. More audio visual equipment is to be used, the Minister said.

Algeria has traditionally laid heavy emphasis on education and has usually devoted to it between one third and a quarter of its national budget. In 1979 the outlay on education came to £775m. But to raise standards as well as to provide nine years of schooling for every child the goal which the Government is now setting itself



An Algerian primary school (above). New foundation schools will be introduced throughout the country.



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Unilever Educational Publications

LETTERS

The neglected art of conversation

Industrial links

Pragmatism rules, and it's not OK for music studies

The education service lacks a coherent philosophy which can unite the general function of the school with the demands of society.

list knowledge. It is no use lamenting the lack of specialists (whether musicians, mathematicians, or scientists) until the schools themselves decide how they are going to cope with them. It would be helpful, for example if head teachers and advisers could suggest how they see a specialist musician using his

This would help resolve the dilemma of a music lesson which is expected to provide musical experience yet which has to be conducted in a rehearsal-type situation —

But all this is not to do with who is right and who is wrong but rather with the fact that England runs an education service without purpose, aims or objectives and justifies this lack of guidance by

Dr. A. R. WALKER,
Chairman of the Performing Arts
Subject Unit,
Ball College of Higher Education.

"I don't really know, but something to do with gerbils would be nice."

A case for serious study

1970 we have learned that without a detailed professional analysis of "the system-behavior" (i.e. Mr. Elvin prefers to read "why pupils, students, teachers and all other people involved act as they do") we cannot begin to make good policies. These days are over when wise vice chancellors could achieve all the coordination necessary in lunches at the table. And, good policies could be made between such persons as Elvin and a little more Germanist scholar, about which Mr. Elvin is so patronizing, and a little less English Utilitarian would help a great deal in our academic life in the twentieth century before we reach the twenty-first.

GARETH L. WILLIAMS,
Head of Educational Resources
Department,
University of Lancaster

All neatly packed.

Majority favour teaching

There is of course a very real difference here. Although the proportion may be higher than in previous years, it is still not a high proportion of those training to become teachers.

It will always be true that some students who embark on a PGCE course will find during that year that teaching is not for them, and this is entirely acceptable. But the fact is that the vast majority of Oxford graduates training for teaching enter the teaching profession with enthusiasm and commitment.

BRIAN E. WOOLNOUGH,
Tutor for the PGCE Course,
University of Oxford Department of
Educational Studies.

Kenny Everett wants

**wants
to know
you zap**

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 You're a natural extrovert.
 Well, then, this could be the job
 bringing out the best in you.

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TERRIFIC? You'd have the satisfaction of working within guidelines. There's a progressive salary scheme. Career prospects are good and so

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Hooked on Saturday trips?

sources" and developing teaching materials to support courses which take fishing as a central theme. We believe that there is much to be gained by including fishing studies in the curriculum, not the least of which may be the channelling of angry adolescents into meaningful learning activities.

We would like to hear from readers who are teaching fishing or developing fishing as a school activity, and will be pleased to provide copies of our materials to those who are interested.

**R. M. CAMPBELL,
UNIVERSITY OF
ONTARIO**

Tony Howarth points to the waste of such untapped enthusiasm. We agree that it cannot be ignored and to this end are cataloguing re-

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Part-time workers

Sir,—I am making a study of the unavailability of suitable, part-time work for women graduates and this study is being sponsored by the East Anglian Region of the British Federation of University Women. Part-time work is one of the possible ways of combining work with the care of dependants, and it is also much favoured by women graduates because they often work hard to finish time lost in order to make up for the loss of opportunities for satisfactory work of this kind are scarce.

Could I ask any woman graduate under 50 who reads this letter and is prepared to fill in a brief questionnaire to contact me at the address given below? I am interested in the experience of all women graduates whether or not they have ever contemplated working part-time. Anyone who contacts me will not seem a questionnaire, but will not be contacted any further unless they give permission to do so. All replies will of course be confidential.

ANN SYDGE,
Mendow Rise Road,
Sawley, Suffolk.

Uses and abuses of finance

Slavery—Over the last few years, both the Liberal and Conservative governments have reduced the amount of money available in real terms. The representatives of the representative executives of Hatfield School of Education—do not necessarily adhere to the view that political philosophy, but a view unified by a firm belief that education should be a means of human rights and should not be a privilege for the wealthy or talented.

Whether money is "saved" by abolishing nursery education, reducing the teacher: student ratio, reducing the intake of students at Higher Education, limiting the facilities available to students, reducing wages, abolishing school meals, a combination of some or all of these, the end result remains the same: the education of children and adults are being sacrificed and resources are being traded for votes.

Headmaster's union post

With reference to your newspaper article, "Work-to-rule teacher fails in 'stoppage appeal'" (May 2) you mention the case of Mr. G. Leouche, a member of the Teachers' Association of Towns and Districts, who was expelled from the school in the Leouche case. I am sorry to hear that Mr. Leouche was expelled from the school in the Leouche case. I am sorry to hear that Mr. Leouche was expelled from the school in the Leouche case.

Kenny Everett wants to know if you zap and zing

If you're a natural extrovert, like Kenny, this could be the job to bring out the best in you.

Running a fund-raising project and working with children

you'd work from home with the schools in your own area. The first essentials are to zap and zig effectively with a carry conviction with Head Teachers.

The job is to organise events such as sponsored walks or to present a series of programmes in schools, illustrating and solving the problems of the elderly.

Yes, we need imagination, sparkle and an interest in our children.

SOUNDS TERRIFIC? You'd have the satisfaction of your own time, within guidelines. There's a progressive salary attractive bonus scheme. Career prospects are good and you can progress to a senior position.

There's a three week induction training course when we'll teach you everything you need to know. A full time car is provided - or a car allowance if you prefer. A full time salary is essential.

Another: It's a fabulous job for a few fabulous people doing too... zapping enjoyment to the young and help to

Help the aged

One of the largest fund raising charities of its kind, providing food, clothing, shelter, medical care, dental research and rehabilitation. International



features

continued from previous page

The girl that kept opening my door hadn't been to see me yet, but the door-opening and swearing has stopped.

December 12

Third-year boy hit by headmaster after letting down a teacher's tyre. The teacher, who had called the police at first, seemed annoyed that the boy had only got a caning.

Kept behind three boys who had made an awful mess in my room in class it all up. This seemed practical.

January 5

Staff talking about a former pupil who had knifed someone to death. Certainly my thought that the violent atmosphere of the school would have done nothing to counter the boy's violent background wasn't in anyone's mind.

In the afternoon a boy who was misbehaving asked me to cane him.

January 11

Staff meeting in which the "purge" should continue. As there couldn't possibly be another opinion, the minicame had obviously been decided beforehand. A couple of speeches for it—it made life easier, etc. One member of staff said that we ought to get the stick back (meaning I suppose that it should be used daily rather than weekly), but that the headmaster wouldn't agree.

I felt too intimidated to speak—I knew exactly what the result would be if I said anything against it. You're obviously against discipline, etc. Any plea I made for more tolerance and less heavy-handedness would have been drowned by "the voice of experience".

Mentioned to a smaller group of staff that children should be learning self-discipline ("Impractical," said those present), and that we should think of the children when they move to the next school, where there might not be 10 teachers in the corridors (two teachers said that this wasn't our concern). When I mentioned that I was worried about lesson time lost I was told that the headmaster had said that discipline is our first concern. I said that the five duty staff should be able to cope, but this seemed to fall on deaf ears.

January 18

Found out that one of the boys most frequently caned runs away to school when parents fight and quarrel about who is to have him that week—the parents are separated.

Revealing comment from 11-year-old: "Why don't you hit kids sir?" "I just don't like hitting them." "Why are you a teacher then, sir?"

January 25

In house assembly, house master announced that when he was seven he had been caned for lateness (he explained that he had to walk many miles to school and his parents were too poor to afford the bus fare) and that once he had been given a good thrashing he never did it again. He told the children that they shouldn't take any notice of a lot of "do-gooders".

January 30

One boy told me he had been smacked by the head of maths—a very likeable bloke—because he had hit someone.

January 31

Was told by games teacher that a boy who I had said I couldn't do very much with should be "clobbered" by me if I wanted to achieve anything. He told me that the boy was hit constantly by his father, but that we had to do it in the right way.

February 1

Told by two third-year girls in passing that the female geography teacher had bonked a boy's head continuously against a wall two years ago. The girls are very dependable, and they said: "You can ask the boy if you don't believe us." They asked me if I thought it was right that teachers should be allowed to do that—again I had to tell them that I couldn't talk about other staff.

February 16

Head of science teacher had threatened a first-year class with the stick if they carried on misbehaving. Had a long talk with a boy who had been disrupting my lesson. He said that he had been trying to get on with me to see how far he could go before I caned him.

February 21

Head in passing (from two second-year girls) that a (fairly troublesome) second-year girl had been "struck on the head" by the recently arrived maths teacher "just for asking for a ruler". The girl apparently had been away from



school for a week because of this, as she was afraid to come back. The girls said that her parents had been in touch with the "highest authorities", as she had sustained a cut on her head.

Comment by deputy head in assembly concerning sliding on the playground: "Why can't you behave like adults?"

February 24

I saw first-year boys who were caned yesterday for running away from the school for 20 minutes and going to the sweet shop. Two of the boys' parents have kept them away from school today, and have threatened to do so on Monday also. Many of the staff are indignant that the parents should even complain, let alone keep their children away from school.

February 27

Told by a first-year parent at an interview evening that if his son ever misbehaved in a lesson he gave me his permission to give him a damn good hiding. I suppose this is what is meant by loosing between the home and the school.

April 3

New maths teacher very light-beardedly talking about how he had hit a boy four times across the face immediately after a boy had stuck a compass into his desk. The mother had come to school to complain—for some reason he and a few other members of staff found this funny.

Depressed at the behaviour of one boy who I have had lots of discussions with. He is still being disruptive. There are bound to be failures though—I can't deal effectively with all the problems that turn up particularly when I've got a large class in a small room, and nowhere to send a child that needs to cool off.

April 17

While working in another room while a lesson was in progress, an 11-year-old boy came in crying, escorted by the headmaster. Nothing was said about this during the lesson by the teacher. The boy just sat there crying and looking into space. When the lesson was over I went up to the boy in the corridor and asked him why he was upset. He immediately

started crying again and I asked him to come to my room.

The teacher then saw what was happening, came into the room, and asked him if he had been caned. He said no, but that the head had punched him around the back and pushed him around. The teacher implied that he was telling lies, and to be careful what he said about the head. The head was at the end of his tether about his not coming to school, and he should stop crying and take his punishment like a man.

I explained (a lie) that I had seen the boy crying in the corridor and therefore had asked him in. When she had gone I asked him exactly what had happened, and he said the same thing again. He said he was going to tell his father because his mother didn't care (more tears). He said he had been missing schools as a girl had threatened to "tell his parents something". He then said he would run and find his dad and tell him.

I asked him if his parents' breaking up had anything to do with his running away from home and not coming to school. He said yes. He said that his mother didn't care about him, and that she had even laughed at him in front of the head. I asked if there was anyone in the school he felt he could talk to. He said no.

Head in staffroom that the boy had been heard shouting and screaming at the opposite end of the corridor (light-heartedly related by me, the teacher). Apparently the mother had asked for him to be caned, and had sent an auntie along to make sure that this was done. His form teacher thought that the boy had been spoilt at home and that was why he was getting away with sleeping rough at night. The head seems glad of the opportunity to carry out the mother's wishes by punishing the boy for her inadequacies.

April 18

The boy I wrote about yesterday was seen by pupils to jump over the fence and run away. He didn't turn up for school today.

The head of English—somebody that I get on well with—gave the plimsol to

three boys who were talking during the ground line-up.

Groups I take seem to be getting generally noisier, and it's always the same story—"you're soft sir—you never can us". Because of classes next door one of it being impossible to help children with their work if I'm dealing with noisy pupils, I feel threatened at times by the noise. I occasionally have to strong-arm particularly unruly children who seem to need something physical. I say, a child is continually getting out of his or her seat I will physically put the back on their seat.

The children don't like this—nothing do I—and sometimes I will get a dose of "I'm going to get my dad on to you". I find this interesting, as most children don't tell their parents if they get a cane. One girl said she'd told her dad I'd given her a bruise when putting the back into her seat. I certainly didn't give any bruise, but it makes me feel sick.

I'm doing my best to swim against tides and not cane you, and yet I'm one who gets the insults. I suppose another way of looking at this is that I succeeded in making the children afraid of me, which is fine, but a price has to be paid. Catch 22—if you use corporal punishment like the rest of the Romans you're a bad teacher.

In a school where the children are used to a system of violent sanctions, your step too far out of line. Like that at the training colleges—children are consistently. Obviously my days are numbered here. I wonder how many other staff have left for similar reasons, leaving behind those who believe in the punitive approach?

Conversation with four girls in a room. I told them (when the subject came up) that I don't believe in caning. They were all amazed when I said I wouldn't hit my own children if I had any. They all thought that kids should be smacked, strapped, etc. (although I didn't like getting it) and one of them became visibly upset that I should think such a thing.

She asked me what I would do if a child of mine had been stealing. I said that I wouldn't hit. I said that I didn't need to hit their young. I replied that animals didn't steal. I said that the cycle of violence is already going for the next generation.

April 19
Heard from the teacher of the boy who had been caned two days previously. He had now been put into the mother, apparently, had asked for the teacher's attitude was that he was now getting his just punishment. I told her that when she found out where he was, I wanted to arrange to see him, as I knew from working in children's homes just how traumatic an experience like that could be.

Was glad that one teacher agreed with me that the pastoral care system was practically nonexistent. Sharing with similar apathy when talking about information about a particular problem. But even this is a teacher with the occasional use of the cane to come to the conclusion that I'm the person who doesn't believe in corporal punishment.

April 24

His form teacher has no new boy, but the head apparently has seen me to know what I'm going to do for him. From the teacher's reaction it's perfectly clear that he doesn't want me to see the boy. Officials are in charge.

April 31

A depressing talk with teachers about the abolition of corporal punishment. They get along with it—they couldn't see the point about the use of the cane and self-perpetuating. Some of them were against it once, but now they that you had to use it.

May 5

Staffroom talk about European condemnation of beating on the back. Most staff thought that it shouldn't tell us what to do, and that we should get what we need.

May 16

Two boys fooling around outside the classroom after Id asked them to stop. Sent to deputy head and plimsol. One of them insulted the deputy head, and hit a boy at the same time. As one teacher put it:

features

June 1

Two boys "dapped" by games teacher for not running around the cross-country course the correct number of times. One particularly disgusting use of corporal punishment is when children get beaten for getting nil in any subject effort mark.

June 3

Heard that a senior female teacher had slapped a girl around the head and back. Had another depressing talk with children who were telling me that I ought to use the cane. Rather like a prisoner talking out the virtues of prison. Was relieved to see one girl displaying a badge which said "Children are people, too".

June 10

Kicked in the leg by a third-form girl. I sent her outside to cool off. Headmaster saw her outside and told me not to send children out of the room at any time. When I explained that this is necessary for the odd occasion when a child really needs to calm down for some reason, he told me that this was an old-fashioned approach. When I asked him how I should deal with an emotive situation, he implied that any such incident must be a result of the teacher's lack of control.

The head turned a blind eye to the use of corporal punishment. He seems out of touch with the children, not teaching any of the "difficult" classes himself, and is content to leave the traditional methods to the deputy head—who everybody agrees runs the school—unless the caning is for an incident that must require a

severe punishment. I am paying the price of being the weak link in a punitive system, while the head pays lip-service to a caring approach that he won't put into practice.

June 16
Reminded that our school doesn't exist in isolation. A young female history teacher said that her father—a teacher at a nearby school—had to hit countless children the other day. "He couldn't even count how many he had hit."

Games teacher told me to give a boy who had been cheeky to me a good hiding. One young female teacher told me she had given a second-year boy 10 hits with a plimsol, and had done the same to some other boys this week.

June 22
Music teacher to pupil: "If you do that again I'll slap you right across your face." Second-year girl repeatedly hit about the face with a ruler by a senior teacher, within sight of the staff room. A few laughs raised at this treatment of a very troublesome girl.

June 23
Head of history department saying that if one threatens a child effectively enough one never has to actually cane. Then he said that he had to admit two boys had been caned by him the other day, but this had been thoroughly deserved as they had both been fighting.

June 27
Have realized that my earlier estimate of two-thirds of the staff being actively

involved in some kind of physical punishment was wrong. Every single member of staff does this.

Science teacher told me that a stupid member of the public had rung up the school once and complained about seeing him "treating a child worse than an animal" while on playground duty.

July 5
It's interesting to note that while a number of parents have complained on the few occasions I have kept children behind after school (a practice I detest, but in a school based on violence I cannot survive without being seen to be "strict"), they are more hesitant of complaining when their child has been beaten. Perhaps this is either fear, or the parent thinking their child must have done something terribly wrong to deserve such a punishment.

July 7
Had talk with four or five of the younger teachers in the school. They feel that they have to keep quiet about certain pupils' behaviour, or be thought ineffective by the older members of the staff. Therefore, rather than talk about the causes of a child's anti-social behaviour, they use punitive methods instead. And so the cycle is complete.

July 12
Working in a school that uses physical violence a great deal one cannot remain an island. Today, after one 11-year-old boy had been continually misbehaving

and making life impossible, and after various talks, I decided to call the boy's bluff, as he'd repeatedly told me I was "too soft".

After the lesson I solemnly took him up the stairs in the deputy head's room. "Now you're going to get what you asked for—that's what you wanted isn't it?" The boy started crying, and told me he didn't want the cane, and that his father used it on him at home. "Well, why do you want to be caned then?" No answer. I told him if he told the other children that he'd been spared then he'd really be in for it. Down to brinkmanship—the bottom has been reached.

All the teachers want the cane—the children hate you if you threaten the school's status quo. In one of the most undemocratic areas in a democratic society—the school—to be in my situation is impossible. Unless the headmaster wants things changed nothing can be achieved. There's just no way I can beat a system already well established here. If I try a less punitive approach—even a few degrees less—I get no support.

July 15
There have been three or four fights the previous day. The deputy head speaks in assembly about it. "If you can't stop fighting I'm much better at using that approach than you are all put together. If you can't get yourselves civilized and resolve the matter by talking, I've got something in my cupboard that will cure you once and for all."

ruptive and badly behaved, there is a withdrawal room, which is empty, manned by a member of staff, and the pupil is sent there and a report is written.

"Later he or she may go before a group of teachers to discuss the situation. All this removes immediate anger, and means that other teachers can conia in and express their views on what is happening and why, which can be very valuable."

"When a child is very difficult we do a lot of counselling, and attempt to find out why it is happening, and if there are underlying problems. If things get very bad we do make pupils forfeit breaks and other privileges."

If, for example, a child is caught writing graffiti on a wall, we would make him or her wash it off. That seems logical. The whole aim of our discipline is to build up a sense of social responsibility, and a feeling of communication and trust between staff and pupils.

"Certainly some new teachers coming from caning schools find it hard work in the beginning adapting to this system. But it does work, and our chief inspector said the discipline in the school was second to none. Quite a compliment, as we are the only school out of 31 in the borough where there is no caning."

As a "pressure" group, STOPP, continuing work is to make the public aware how widespread and vicious the level of caning can be. Tom Scott says: "He believes we do not need people supporting caning in a theoretical way without understanding the implications."

As a "watchdog" organization they aim to publicize the kind of abuses of the system which occur and are all too often condoned by the establishment. He quotes the case of a teacher who caned a boy so severely that he had 13 wounds on his back, some 11 inches long. He admitted "assault occasioning actual bodily harm", yet was fined just £40.

Peter Spencer, former headmaster of St. Nibbles School, Moffat, admitted beating boys with various implements including a riding crop and cane, inflicting wounds described by the school doctor as "appalling". The Dumfries sheriff ordered the jury to acquit him because there was no evidence of criminal intent. A particularly harrowing case, which drew considerable press coverage, was that of a seven-year-old epileptic Corrie Hall, caned by his headmistress, Sylvia James. This Daily Express reported: "He was found sitting on an upstairs window ledge, sobbing and distressed."

Tom Scott says: "I am optimistic that one day we will have total abolition of caning, but I do not believe it will happen quickly. Too many people are scared that it is a soft option and will lead to anarchy, even though there is so much evidence showing this is not true."

STOPP can be contacted at 10 Lennox Gardens, Croydon, Surrey, tel. 0791 0545 (evenings), or 980 4596 (daytime). Next week's article in this series will be on the National Association of Governors and Managers (NAGM).



Near a breakthrough?

Angela Neustatter

There are various ways that teachers can attempt to implement what Harman Hesse described as "that breaking of the will which is the cornerstone of education", but few are as demonstrably sadistic, counter-productive and anachronistic as caning.

That is the view of Tom Scott, a teacher and now full-time education officer of the Society of Teachers Opposed to Physical Punishment, a pressure group which aims to get corporal punishment abolished in all schools. STOPP was set up in 1988 after the Plowden Report appeared, calling for the abolition of caning in primary schools, with the aim of getting this recommendation accepted and extended to secondary education.

In 12 years they have built up an impressive list of sponsors, including Ashley Bramall, Edward Boyle, Trevor Huddleston, John Rae, Edward Blehen, Brian Jackson, Barbara Wootton, Christopher Price, Margaret Miles and David Steel and a membership of around a thousand people involved in the teaching and care of children and their affiliated organizations, include the Residential Care Association, Institute of Education Students' Unions, and CASB.

They have also, they believe, helped to foster a climate where people are questioning the inevitable rightness of caning children, where parents are beginning to protest, and where the media is debating the pros and cons of corporal punishment.

Most tangibly, they have seen Harrogate abolish caning in all the borough's schools; Brent is now agreeing a date at which they are expected to abolish caning altogether; Weltham Forest has now abolished corporal punishment in both primary and secondary schools; and the IEA has said it will abolish corporal punishment in special schools and secondary schools that means 12 boroughs—by the end of February 1991.

Indeed, there seems to be a gathering momentum towards abolition: Wakefield, Rotherham, Sheffield, Manchester and Newham are all consulting with teachers. In addition, the new Labour majority in Leeds and Birmingham are in favour of abolition.

Tom Scott regards these moves as "the best breakthrough yet", but he is not suggesting that STOPP can take all the

praise. The problem for grass roots political pressure groups such as this is to know just how effective they really are, and where are the most important areas to direct time and energy. They tend to receive complaints when things are wrong, and to know that they have the support of, say, parents angered by a personal experience with their child. But gauging what the public thinks, and what actions or arguments will affect those thoughts, is not easy.

Tom Scott believes that "by keeping up a constant pressure on the press to publish stories of brutal canings, of blatant examples of misuse and abuse, of the debates around corporal punishment, we do very gradually make people think about the issue. Weltham Forest is a good example. Before the decision was made to abolish we helped with a campaign organized there among local teachers. We organized speakers and got people to write to the local press supporting the move to abolish."

"And after a particularly horrible case in Harrow, where a seven-year-old epileptic boy was caned, the parents got in touch with us, and a campaign was started in the area, and we got a lot of signatures for a petition calling for the suspension of corporal punishment."

"I feel from reading newspaper comments and correspondence, particularly in the provinces, that attitudes are changing. Even 18 months ago there seemed to be a far stronger cry for corporal punishment in schools; now there is a great deal more controversy."

He points, too, to the case of Cardiff, which tried, after the Plowden Report, to get caning abolished in primary schools, but failed because of intense opposition by teachers. Indeed, STOPP is frequently criticized by teachers for trying to interfere with their "professional judgment" to undermine what they see as an essential method of maintaining discipline. This means, he says, that children can only be restrained, controlled and made to learn by virtue of the cane, is the reason d'être for STOPP.

They point out that Britain and Eire are the only countries in Europe which allow corporal punishment, and insist that the most satisfactory kind of control is legalized violence by somebody in a posi-

tion of superior physical and practical strength. In response to a questionnaire STOPP submitted to teachers in European countries asking if the no-caning policy made for disciplinary problems, all replied that they neither needed nor wanted caning.

STOPP also cite research by Alec Clegg (in *Children in Distress*), Michael Rutter, and David Reynolds (at the University College, Cardiff), all indicating that schools where corporal punishment is used a good deal have greater problems of behaviour than those where the cane is abolished.

Beating is still used in 80 per cent of British schools. Some 12,000 instances a year are registered in the IEA, 30,000 a year in Edinburgh. It can be used on a child of any age and on the mentally and physically handicapped. There is often no guidance for teachers as to when or how caning should be used, so they may choose to use punishment for any misdemeanour or decide how severe the beating shall be.

Tom Scott says: "It is fundamentally wrong that a teacher in a position of responsibility and power should be allowed to be policeman, prosecutor, jury and executioner. Allowing violence by this person in a formalized, accepted setting can only lead to further violence. It is a social evil."

"How can you expect a child who has been caned, and often in a way which leaves severe marks, bruises and pain, to accept it when, in the next breath, he or she is told that violence is wrong? That kind of treatment builds up anger and hatred, and it certainly doesn't instil respect for the teacher. The most you can hope for is submissive fear."

What are the alternatives STOPP would like to see implemented? Colla Bagnall, honorary secretary, has been teaching in a mixed comprehensive in Croydon for 12 years. The children, aged 14 to 18, come mostly from housing estates and are a mix of "socially deprived" and "so the problems are potentially as great as anywhere."

He explains: "The approach we take is to try and reason with and understand a badly behaved pupil. Obviously we have to have some form of discipline, but they are based on the idea of dignity and on defusing a tense situation."

"For example, with a disruptive pupil obviously showing off to his or her classmates, I send the child to another class, to work in an environment where there are no mates, or any group support. All the teachers in the school have an arrangement where if a pupil arrives in the middle of a class it is immediately understood what has happened, and they are told to sit down and get on. That takes the edge out of the situation, and usually the pupil ends up feeling sheepish."

"At the end of the lesson the pupil meets his or her teacher again, and they talk about the situation. In very bad cases, where a pupil is constantly dis-

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Re-Advertisement

Lea Manor High School
and Community College

Northwell Drive, Luton

Head

(Group 11 plus £350)
from January 1981

Applications are invited, particularly from Head Teachers, for the Headship of this Group 11 High School (ages 11-16) and Community College, Luton only.

Application form and further particulars obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9AP. Closing Date: 13 June, 1980.

Bedfordshire
COUNTY COUNCILBolton Metropolitan
Borough

Turtan High School

Chapelton Road,
Bromley Cross, Bolton BL7 9LJ.

Required for 1st September 1980 or as soon as possible thereafter.

HEAD TEACHER,

Group 12

Applications are invited from suitably qualified and experienced teachers for this post.

Further details of the school and application forms are obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton (Bolton 22311) to be returned by 13th June, 1980.

Leicestershire

GUTHLAXTON COLLEGE, WIGSTON MAGMA
In Leicestershire Plan 14-18 Upper School and
Community College

PRINCIPAL

GROUP 13 (PLUS ALLOWANCE OF
£1,318 p.a.)

PRINCIPAL required April, 1981, for this well-established co-educational Upper School and Community College (estimated N.O.R. April, 1981—1,340). The post offers the opportunity for someone with enthusiasm, ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual student and of the community.

Details on request (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 0RF, by June 9.

NORFOLK
COUNTY COUNCIL

Education Department

Secondary education in the Great-Yarmouth and Gorleston areas will be reorganised from September, 1981.

HEADS

(DESIGNATE)

are required, from the Summer Term, 1981, for the following schools, which will cater for the 12 to 16 age-range from 1982.

Gorleston VC High School (Group 1)

and

Gorleston VC High School (Group 2)

These all ability High Schools will occupy the premises currently occupied by Gorleston VC Grammar School and Old Grammar School.

Application forms and further particulars may be obtained by sending a stamped addressed envelope to the County Education Officer, County Hall, Norwich.

Closing date for applications: June 17, 1980.

LONDON BOROUGH OF ENFIELD

WINCHMORE SCHOOL

(Mixed Comprehensive)

Labinium Grove, Winchmore Hill

Luton N21 3HS

Roll 1,420

DEPUTY HEAD TEACHER

(Group 12)

Applications are invited from suitably qualified and experienced teachers for appointment to this one-able mixed school of 1,420 pupils aged 11-18. There is a large sixth form.

The post is vacant following promotion of the holder to a Headship.

Enfield is a North London Borough adjoining the Green Belt with easy access to Central London.

London Allowance payable £498 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms and further details obtainable from the Head Teacher to whom they should be returned by 13th June, 1980. Telephone No.: 91-369 7773.

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Scale 2 Posts

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NEWCASTLE upon Tyne

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SECONDARY

Scale 1 Posts

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EDUCATION COMMITTEE

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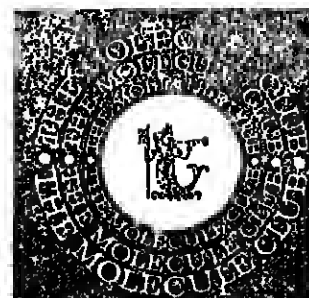
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Edited by KEN ROBINSON

This book grew out of the Riverside Drama Conference at which leading practitioners involved in educational drama and the theatre met to discuss and compare their work. It includes many contributions which challenge professional complacency in both spheres. The author concludes that the future of drama in schools and the vitality of the theatre depend on an understanding of their common functions and on their being drawn together in practice.

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SUE LEESE and MOIRA PACKER

This very practical handbook for teachers in middle end secondary schools discusses in clear and non-technical language both the background theories and the aims of dance, and their application in the classroom.

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extra DIVIDED WE STAND...

Some personal reflections arising from the fourth IATA Drama in
Education Congress, by John L. Norman

At Easter, the Fourth International Congress in Drama in Education was held at Villach in Southern Austria, a town with a cosmopolitan feeling which gave rise to expectations of lively exchange across frontiers both real and imaginary. The congress was organized by the Educational Drama Committee of the International Amateur Theatre Association (IATA) and generously subsidized by the Austrian Government.

Forty invited delegates involved in teacher training from 15 member countries were joined by teachers from the host country. Preliminary papers were circulated, lavish opening ceremonies enjoyed and the stage seemed set for a vigorous pursuit of the aims of the congress, which were to examine the training of educational drama teachers through the exploration of four distinct models and establish priorities and goals in the training process. High hopes indeed.

However, put together about 80 participants from a wide range of cultural, educational and linguistic traditions, holding widely diverse views of drama in education who have had no opportunity to negotiate norms and values in relation to the task and you have at worst a recipe for chaos and at best a profoundly unsatisfactory cocktail chatter. Add the problem of finding a structure which allows for full participation, never easy to arrange, and the realities of the Fourth International Congress of Villach begin to emerge.

Experiences of international teachers "junkies" tell me that to expect more than a useful exchange of information, pleasant social gatherings, new contacts and promises of freelance foreign tours, all of which were freely available, is naive beyond belief. And yet I wonder...

One of the most notable features of the Villach conference was the large number of stock horror stories of cuts, closures, poor student recruitment and the apparently global drift to the educational right, with all that may imply for teachers of drama. In addition, the evidence is real enough also. There are some 85 per cent fewer major B.Ed. drama courses than in 1970, and drama and theatre in education teams, advisory posts and drama centres are all feeling the pinch.

It must be said that the loss of many of the B.Ed. drama courses may not merit floods of tears, but their demise is indicative of a disturbing trend. However, optimistically and paradoxically, while drama in schools and associated training courses may be in decline, there is also evidence of a continuing growth of interest in the possibilities of drama to education among other teachers and in many non-school contexts. Indeed, it may well be that if we can survive the present political and funding crisis, every educational institution, virtually irrespective of the social, economic and political uncertainties of the eighties, could offer a golden opportunity to establish a new position for drama in education. As unimpaired educational values and traditions are increasingly questioned, as they will surely be, any curriculum area concerned with personal exploration and expression, within a framework of "learner-centred" values, could well come to be seen as offering credible alternatives.

My scenario for future developments may not be very convincing, but there can be no denying the stark realities of the present. In such a climate it is not unreasonable to hope that 40 experts in drama in education might have been able to bring some urgency to considering the problems of training drama teachers in such a way as to draw inspiration and strength from each other to identify some common goals. Notwithstanding the problems of communication, a politico-unwillingness to rock the boat and the enormous diversity of views of drama in education represented, I contend that the aims of the congress were realistic and urgent, yet somehow the questions remained unanswered and the goals elusive.

I would not wish to diminish the value of the IATA Congress. Although no coherent view emerged,

the four workshop models and subsequent discussion groups were offered less than stimulating and offered useful insights. Yet the fact remains that the critical questions were not really considered. These seem to me to fall into four categories—Why drama? That is, what fundamental view of drama in education, attendant value systems and perspectives on schooling and society underlies our practice? What skills shall we teach our students? What kind of skills, competences and abilities will they need and can we create courses where the skills and perceptions of this educationist teacher and practitioner can be developed in explicit harmony with the process of personal growth rather than tacked on later?

If so, what are the implications of this kind of course for the real model of compartmentalized educational, professional and academic studies which so desperately needs an overhaul? Who shall we teach? What kind of questions and experiences will our students need if they are to achieve the high levels of skill required of a drama teacher? Indeed, is a pre-service course viable or desirable? Perhaps we should only consider attempting to train experienced teachers who have some view of learning. How shall we teach them? Should there not be some relationship between the way we teach and the way we might expect them to teach children?

Perhaps, given an enquiry-based view of drama, training is not possible in the accepted sense, and only a school-based model which involves constant setting and solving of real problems with children will do. Further, how can we use drama in the workshop? Leaders in Villach did not seem to have considered the possibility of setting up workshops to explore the problems of training drama teachers. As usual, we did dramas unrelated to the theme of the conference rather than using drama to explore the issue. There are so many questions which seem critical. I mention them not because the congress offered such illumination but in the hope that someone might organize a conference...

continued on opposite page



When the theatre really belongs only to the players, cooperation is essential.

extra ALTERNATIVE DRAMA

By Paul Thomas

What do you do if you have little or no drama provision in school, lack a drama specialist, haven't the time or confidence to mount a major school production, but you do have a group of pupils anxious to perform? Even today, with drama firmly established in some school curricula, this situation is not uncommon.

A group of fifth and sixth form students in a non-selective school in rural south Warwickshire came up with an answer that was relatively easy to put into practice without any major, painful setbacks. Shipston-on-Stour High School is a school of 600, situated in a very small town of 3,000. It serves a wide, sparsely populated area of rural England (approximately 100 square miles). In this area there are a dozen or so villages and a few more hamlets and isolated farm settlements.

Most of the larger villages have a primary school, some of which are very small with one or two classes making up the village school to its entirety. These schools, therefore, lack the resources of large school funds and also lack the attractiveness of numbers, for touring Theatre



Preparing to tell a story

"Divided we stand" continued.

to the medium, not as a negative response to threats, in terms of "why?" by others, and in a form so singularly inappropriate to all drama stands for. How significant is this stage mentality, this passive acceptance of the values of others and an unwillingness to take the initiative? One day we will learn that we cannot go on talking about drama: either in terms only of "what we do" or "what we are" and we will understand or in terms dictated by others.

We desperately need a common public language accessible both to us and to others but framed in educational terms appropriate to the medium, which will allow us to make explicit the philosophical position, educational values and procedural qualities of the work. The loss of confidence has serious consequences for us all in other ways. It leaves us over-sensitive to criticism and unable to enter into the tough, intellectually rigorous, even combative exchange which exploration of the question "why?" demands.

The problem is that this is not a very precise or productive process. Broadly the drama world seems divided into those most concerned with "inner meaning" and those more concerned with the external appearance of the activity when little indication of the underlying philosophical position is given. Will tend to rely on the "happy accidents" and "breakdowns" of questioning techniques, may be indicated by the needs of the teaching context.

Such was the case at Villach where an unwillingness to expose fundamental positions limited the

In Education projects. Indeed, few groups are sufficiently dedicated to travel miles to speak to or work with 20 or 30 youngsters with ages varying from four to eleven.

Put together the desire to perform of the pupils at the secondary school and the needs of primary schools for some kind of external stimulus, and there is the project: devising and performing entertainments for children in the primary school.

None of the young people at the High School had had much experience of drama productions, indeed, prior to the project only one school play had been produced in the previous ten years. It was hoped that the entertainments might lead on to more serious drama activities, and in fact this is what did happen. Several school plays have been produced since that first project.

The idea evolved from a summer holiday play scheme which fifth and sixth formers had arranged in the town and neighbouring villages. Part of each day's session included a story corner. Choosing well known children's stories, 10 to 15 minute sessions were devised in which two or three young people told stories to groups of 10 or 12 children. The audience was encouraged to provide sound effects as the story unfolded. The children were divided up into age groups so that while young children were hearing about "the three pigs", more boisterous boys were fighting against Captain Hook and his wicked pirates, and the sedate heard about the rodent troubles befalling the village of Hemelein.

The group so enjoyed the project that they continued to meet and plan "Hallowe'en" adventures specifically aimed at the infant school age range. They wrote a short story and then dramatized it. The story line was very simple: a friendly witch loses her broom and everyone helps her to find it. After the story, the children and the audience was invited to join the witches in witchland. There the children were able to ride the bicycle witch's bike, blow bubbles with bubble witch and dance with fairy foot witch. The High School is fortunate that it has its own village, thus it was possible to tour several village schools.

This was much appreciated by



The Storyteller

local teachers. Schools were forewarned of the content of the playlet and the visit was integrated into the work programme of each class.

Similar entertainments have followed. The themes chosen are simple and do not require much learning of lines nor elaborate stage directions. Most emphasis is laid upon mime and audience participation. Because the entertainment is always aimed at a specific age range and schools have had sufficient working of content, a receptive and responsive audience is guaranteed. The themes chosen have been seasonal, as in the case of "the Hallowe'en adventure" or "midsummer madness", or about monsters ("rents dragon"), or about objects to which small children can easily relate, for instance a toby.

With all of the entertainments there is no problem about lighting, front of house management nor any of the other activities which can make a formal production rather irksome. Yet there is a "production" and a "performance". Props are kept to a minimum, scenery is virtually non-existent, costumes are very simple and easy to make and make-up is left to the individual. Rehearsals are group meetings at which a basic theme is written and variations devised. After half a dozen such meetings there is a presentable entertainment which is fun, flexible and within the capabilities of most young people.

sound then the old entrenched drama/theatre prejudices. This evaluation of the worth of an activity must be based on the quality of the experience for the participants, viewed to the light of a set of educational values which concern the role of the teacher/worker, the accessibility of the medium to all and the value of each contribution, and the learner's right to negotiate some part of what he will learn and the concomitant need to accept some responsibility for his own learning. And, further, the nature of the knowledge to be learnt shall not be given or static choice, interaction and the creation of personal meaning within a communal learning framework.

It is only through the application of these values and the exposure of fundamental positions that we may discover a broad commonality of purposes within the current diversity of activity. Equally we shall learn to distinguish those who share our aims nor our values and stop wasting our time attempting to identify these as fellow travellers.

In short, then, the 4th IATA Congress in Drama in Education served the purpose of reaffirming for the present to which we are to blame for our current weakness and the urgent need once more with honesty and confidence to pose the question "why?" If we avoid this question, not only is the debate about drama in education doomed to founder irretrievably in the shallow struggle vainly to reach the mainstream, but one day soon the stream itself will recede and we shall be left high and dry.

John L. Norman is Senior Lecturer in Drama at Newcastle upon Tyne Polytechnic.

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The successful applicant will also be required to assist with the teaching of Mathematics. Examination work available for suitable candidate, Age 11.

Application forms and further particulars available from the Very Reverend Father, J. O'Regan, Correspondent Governor, Turberville Road, Port, Rhineland, Mid Glamorgan, on receipt of a stamped addressed envelope. Completed forms to be returned to the Correspondent Governor by 13th JUNE, 1995.

Correspondent Governor by 13th JUNE, 1960.

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

Lancashire

County Council

Unless otherwise stated, the following posts are required for 1st September, 1980.

SCALE 1—RELIGIOUS STUDIES

Form/other details from and returnable to the Head Teacher at the school. (S.A.E. please).

Closing date, 10th June, unless otherwise stated.

CROFTON, THE BISHOP RAWSTORNE C.E. HIGH,
Out Lane, Crofton, Preston (11-15 yrs. 850 mixed)

GROUP 10—DEPUTY HEAD TEACHERS 12 POSTS

1. CURRICULUM. 2. PERSONAL DEVELOPMENT.

RISHTON, NORDEN COUNTY HIGH,
Rishton, Blackburn (976 boys and girls—85 boarders 11-18 comp.)

SCALE 3—SENIOR BOARDING HOUSE TUTOR

Resident post with 5 teaching commitment.

LYTHAM ST. ANNE'S COUNTY HIGH
Worley Road, Andover, Lytham St. Anne's (1,345 on roll in Sept. 1980; 11-18)

SCALE 2—TWO POSTS

1. BUSINESS STUDIES WITH ECONOMICS
to develop 'A' level courses

2. GEOGRAPHY
to teach to 'O' and 'A' level and University Entrance.

PREBTON TOLKETH HIGH,
Teg Lane, Golch, Preston (Roll 832)

SCALE 2—TWO POSTS

1. HOME ECONOMICS
up to mid including O.C.E. 'O' level standard, ability to offer Needlework as a subsidiary subject

2. GIRLS' P.E. AND GAMES
Ability to offer Health Education as a subsidiary subject.

CROSTON, THE BISHOP RAWSTORNE C.E. HIGH,
Out Lane, Croston, Preston (11-18 yrs. 850 mixed)

SCALE 2—MATHEMATICS WITH COMPUTER STUDIES

BURNLEY TOWNLEY HIGH,
Tarncliffe Road, Burnley (Roll 1,855)

SCALE 2—GIRLS' P.E.

POULTON-LE-FYLDE BAINES HIGH,
Highways Road, Poulton-le-Fylde, Blackpool (Roll 927)

SCALE 2—MATHEMATICS

Graduate Mathematician. All levels throughout school; integral in Computer Studies desirable.

WHITWORTH HIGH,
Hartford, Whitworth, Rochdale (Roll 865)

SCALE 2—READ OF P.E. DEPARTMENT

Boys' P.E. interest in outdoor pursuits advantage.

LANCASTER, RIPLEY ST. THOMAS' C.E. SECONDARY,
Aston Road, Lancaster (Roll 1,247 mixed 11-14)

SCALE 1—ENGLISH

POULTON-LE-FYLDE, HODGSON COUNTY HIGH,
Woodland Road, Poulton-le-Fylde (Roll 1,045)

SCALE 1—ENGLISH

BLACKPOOL MONTGOMERY HIGH,
All Hollows Road, Blackpool (1,200 mixed)

SCALE 1—ENGLISH

BLACKPOOL, ST. GEORGE'S HIGH,
Cherry Tree Road, Blackpool (1,511 mixed)

SCALE 1—RELIGIOUS EDUCATION

LYTHAM ST. ANNE'S COUNTY HIGH,
Worley Road, Andover, Lytham St. Anne's (Roll 1,345 in Sept. 1980; 11-18)

SCALE 1—GIRLS' P.E. WITH ENGLISH

BROUGHTON COUNTY HIGH,
Woodlawn Lane, Broughton, Preston (Roll 900)

SCALE 1—MUSIC

RIBBLETON HALL HIGH,
Ribbleton Hall Drive, Preston (Roll 1,091)

SCALE 1—SCIENCE

PREBTON, ST. THOMAS' MORE R.C. HIGH,
St. Vincent's Road, Fulwood, Preston (Roll 750)

SCALE 1—RELIGIOUS EDUCATION

SKELMERDALE GLENBURN HIGH,
Vendall, Southway, Skelmerdale (Roll 801)

SCALE 1—MATHEMATICS

CHORLEY PARKLANDS HIGH,
Chorley Park, Chorley (950 mixed)

SCALE 1—PHYSICAL SCIENCES AND CONTROL TECHNOLOGY

BLACKBURN, SHADSWORTH HIGH,
Shadsworth Road, Blackburn (1,270 mixed comp.)

SCALE 1—PHYSICS/CHEMISTRY

BLACKBURN, WIRTON PARK HIGH,
Bunce Lane, Blackburn (11-18 comp. 1,200 mixed)

SCALE 1—ENGLISH

O.S.E. 'O' level; 8th Form work possible. Drama on advantage.

DARWEN VALE HIGH,
Blackburn Road, Darwen (1,125 mixed)

SCALE 1—RELIGIOUS STUDIES

to A/S level with subsidiary English.

HYNDEN BURN MOUNT CARMEL R.C. HIGH,
Frederick Mount, Oswaldtwistle, Accrington (11-18 comp. Roll 1,200)

SCALE 1—GRADUATE

BARNOLDBWICK, WEST CRAVEN HIGH,
Kilnwick Road, Barnoldswick (850 mixed)

SCALE 1—P.E. (BOYS)

MORECAMBE AND HEYSHAM, MORECAMBE HIGH,
Collins Ave., Morecambe (Roll 1,450; 950 in 8th Form)

SCALE 1—TWO POSTS

1. HOME ECONOMICS

2. GEOGRAPHY

Interest in Ecology on advantage.

CARNFORTH COUNTY HIGH,
Kellon Road, Carnforth (11-18 mixed comp. Roll 930)

SCALE 1—METALWORK/WOODWORK

CLITHEROE ROYAL GRAMMAR,
York Street, Clitheroe (420 boys)

SCALE 1—GEOGRAPHY

with either R.E. or Classical Studies

LONGRIDGE COUNTY HIGH
Piston Road, Longridge, Preston (900 mixed)

SCALE 1—SCIENCE

LONGRIDGE ST. CECILIA'S R.C. HIGH,
Chapel Hill, Longridge, Preston (420 boys and girls; 11-18 years)

SCALE 1—FRENCH AND GENERAL STUDIES

BLACKPOOL, ST. GEORGE'S HIGH,
Cherry Tree Road, Blackpool (1,511 mixed)

SCALE 1—HUMANITIES

LYTHAM ST. BEDE'S R.C. HIGH,
Tulbar Road, Lytham (Roll 854)

SCALE 1—MATHEMATICS WITH SCIENCE

PENWORTHAM ALL HALLOWS R.C. HIGH,
Crookston Avenue, Canol Drive, Penwortham, Preston (820-Sept. 1980; Aided)

SCALE 1—THREE POSTS

1. CHEMISTRY/GENERAL SCIENCE

2. MATHEMATICS

3. PHYSICAL EDUCATION (GIRLS)

WALTON-LE-DALE BROWNEDGE ST. MARY'S R.C. HIGH,
Millon Road, Gamber Bridge, Near Preston (11-18 mixed; Roll 900)

SCALE 1—SPANISH AND FRENCH

Form/other details from and returnable to the Head Teacher at the school.

LEYLAND RUNSHAW COLLEGE,
Langdale Road, Leyland (980-8th Form)

SCALE 1—SHORTHAND, TYPEWRITING AND OFFICE PRACTICE

SKELMERDALE TAWD VALE HIGH,
Glenburn Road, Skelmerdale (1,200 pupils)

SCALE 1—THREE POSTS

1. ART

2. WOODCRAFTS

3. MATHEMATICS

BLACKBURN, ST. WILFRID'S C.E. HIGH,
Shakespeare Street, Blackburn (1,450 Comp)

SCALE 1—THREE POSTS

1. MATHEMATICS/PHYSICS

2. HOME ECONOMICS

3. RELIGIOUS EDUCATION/ENGLISH

BLACKBURN, PLECKGATE HIGH,
Pleckgate Road, Blackburn (1,200 mixed; 11-18 comp.)

SCALE 1—TWO POSTS

1. FRENCH

2. PHYSICS

Throughout school up to and including 'A' level.

BLACKBURN, NOTRE DAME R.C. HIGH,
Whalley New Road, Blackburn (450 mixed)

SCALE 1—MATHEMATICS

BLACKBURN, ST. JOHN RIGBY R.C. HIGH,
North Road, Blackburn (1,200 mixed)

SCALE 1—MATHEMATICS

WHITCHURCH HIGH SCHOOL, CARDIFF
(11-18 COMPREHENSIVE) NINE-FORM-ENTRY

MUSIC SCALES

To assist in the teaching of the subject throughout the school.

BLACKBURN, BILLINGE HIGH,
Preston Road, Blackburn (1,200 mixed)

SCALE 1—MUSIC

Music Specialist in expanding Department.

HASLINGDEN HIGH,
Grassway, Haslingden, Rossendale (Roll 1,300)

SCALE 1—TWO POSTS

1. CRAFT

Tech. Drawing/Woodwork/Metalwork

2. FRENCH AND GERMAN

Application forms may be obtained on receipt of a stamped envelope from the school. Completed forms should be returned to the school by 10th June 1980.

For more details, contact the Director of Education, Education Office, Preston.

Cardiff

SECONDARY

Scale 1 Posts continued

CHESTER
BIRCHALL GRAMMAR SCHOOL
Birkenhead, Wirral (Roll 875)

ASSISTANT MATHS TO TEACH
to A/S level with subsidiary English.

DUDLEY
MIDWINTER HOLLOW
The Convent, Dudley (Roll 875)

TEACHER OF GENERAL SCIENCES
to A/S level with subsidiary English.

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SECONDARY

Scale 1 Posts continued

LONDON, W.14
VAUGHAN MEMORIAL
VAUGHAN MEMORIAL SCHOOL
W.14 (Roll 875)

TEACHER OF GENERAL SCIENCES
to A/S level with subsidiary English.

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to A/S level with subsidiary English.

SECONDARY

Scale 1 Posts continued

QUEN ELIZABETH
Barnard Castle, Barnard Castle (Roll 875)

TEACHER OF GENERAL SCIENCES
to A/S level with subsidiary English.

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TEACHER OF GENERAL SCIENCES

SCOTTISH APPOINTMENTS

ORKNEY ISLANDS COUNCIL

Education Department

LECTURER IN CATERING

A Lecturer in Catering is required in August, 1980, for the Further Education Department of Kirkwall Grammar School. The successful candidate will teach courses leading to City and Guilds examinations in Catering.

Applicants should have an appropriate qualification in Catering. Experience in a college of further education will be considered an advantage.

The salary is that of Lecturer B (£4489-5553) per annum plus an Islands Allowance of £3121.

Application forms, which should be returned not later than 6th June, 1980, may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney.

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Primary Education

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Form of April 1946

Meals Organiser Deputy County School

Vacancy due to the promotion of the existing post holder.

The successful candidate will be required to assist with the preparation of a reorganisation of the School Meals Service in a cost effective cash criteria service in Secondary Schools and subsequently some modification to the Primary School Meals Service, in line with current Government policy.

Qualification in Institutional Management (or equivalent) and considerable experience in large scale catering essential.

Salary: £7,282-£8,097.

Closing date: 20th June, 1980.

Form and details from Director of Education, County Hall, Chichester, PO19 1RF, on receipt of S.A.E.

West Sussex County Council

DORSET

Senior Adviser
for
**In-Service Education
and Training**
Soulbury Scale Group 10

This is a newly established post in the County Advisory Service and the person appointed (male or female) will be responsible to the Principal Adviser for developing and coordinating in-service education throughout the County. The appointment is to be made from January 1, 1981, or earlier if possible.

Rationing expenses given in approved cases.

Applications forms, returnable by June 10, and further details from County Education Officer (00), County Hall, Dorchester DT1 1XJ.

Telephone Dorchester 3131, extension 4171.

(Please quote Post ED 48.)

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

Senior Inspector of Schools (PRIMARY)

Salary: £10,251-£11,058
(Group 10 Headteacher Scale)

Applications are invited from suitably qualified and experienced men and women for the post of Senior Inspector of Schools (Primary) which falls vacant on 1st June, 1980 upon the promotion of the present holder. The Senior Inspector will be responsible to the Chief Inspector for the monitoring of the work of schools in the Primary Sector of Education together with the professional care of a group of schools within the Authority.

Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands, WS1 1DQ. Telephone Walsall 21244.

WITH OVER HALF
A MILLION READERS
EVERY WEEK A LOT OF
PEOPLE WILL SEE
YOUR ADVERTISEMENT
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COLUMNS.

ADMINISTRATION General continued

ASSOCIATION FOR THE SEXUAL & PERSONAL RELATIONSHIPS OF THE DISABLED

EDUCATION & TRAINING

10, 27-28 (see item 10)

This newly registered charity is seeking to raise funds for the education and training of disabled young people.

Qualification in Institutional Management (or equivalent) and considerable experience in large scale catering essential.

Salary: £7,282-£8,097.

Closing date: 20th June, 1980.

Form and details from Director of Education, County Hall, Chichester, PO19 1RF, on receipt of S.A.E.

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LONDON ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

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ROYAL BOROUGH OF KINGSTON UPON THAMES DIRECTORATE OF EDUCATION AND RECREATION

(Repeat Advertisement)

Careers Officer

£4,071-£8,114 p.a. inclusive. AP3/4 plus Casual Work Allowance.

A vacancy has arisen for an experienced and qualified Careers Officer to give careers information, guidance and advice to pupils, students and young workers (or unemployed) in the 15-19 age range.

Special responsibility to work with the handicapped/disabled young person where support required a both more intensive and extensive (reduced general case load to allow for this).

Starting salary according to qualifications, experience and age. Relocation expenses where approved.

Existing candidates will be automatically considered.

Application forms and job description may be obtained from the Administration Manager, D.E.R., 4th Floor, Town Tower, Surbiton, Surrey. Tel: 01-399 5111, Ext. 121. Closing date: 13th June, 1980.

CALDERDALE METROPOLITAN BOROUGH COUNCIL

Education Department

CHIEF ADVISER AND DIRECTOR OF IN-SERVICE EDUCATION

Salary: £10,251-£11,058

Applications are invited from suitably qualified and experienced men and women for the above mentioned post.

This post, which falls vacant due to the retirement of the present holder, is to be filled from 1st August, 1980 or as soon as possible thereafter. Candidates should have substantial experience of senior responsibility in the Education Service, together with a sound knowledge of recent developments in the field of Primary Secondary and Further Education. "Essential" car allowance payable.

ADVISER (SOUDBURY HEAD TEACHER GROUP 9 £9,542-£10,710) with special responsibility for PHYSICAL EDUCATION

Applications are invited from suitably qualified and experienced men and women for the above mentioned post.

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PROFESSIONAL ASSISTANT (F.O. 1-5 £7,282-£8,097) (see item 10)

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Miscellaneous

DONCASTER

10, 27-28 (see item 10)

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DERBYSHIRE EDUCATION COMMITTEE

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